DOCUMENT RESUME

ED 038 033 EM 007 931

AUTHOR	Mohrmann, Jeanne W.; Wise, Wilmer E.
TITLE	Evaluation of Closed Circuit Educational Television in Delaware: Emphasis on Utilization, Program Series Content, and Commitment. Preliminary Report.
INSTITUTION	Delaware State Dept. of Public Instruction, Dover. Div. of Research, Planning, and Evaluation.
PUB DATE	Jan 70
NOTE	264p.
EDRS PRICE	EDRS Price MF-$1.00 HC-$13.30
DESCRIPTORS	Closed Circuit Television, Educational Technology, *Educational Television, *Program Evaluation, *Televised Instruction, Television Research, Television Surveys

ABSTRACT

The basic aim of this study was to determine the effectiveness of closed circuit educational television in Delaware public elementary and secondary schools. At the time of the study the budget for educational television in the state had been eliminated. The major points for review were: program scheduling and selection, utilization of program series televised between Sept. 15 and Nov. 19, analysis of program series content, and the extent of local district commitment. Four groups were studied--teachers, principals, other administrators, and pupils. Data was gathered by questionnaires and interviews. The findings were analyzed and the results are presented and discussed. A bibliography is provided. Appended to the report are a collection of background information on the research methodology of the study and tabulated questionnaires . (JY)

RESEARCH
PLANNING
EVALUATION

ED0 38033

Preliminary Report

Evaluation of Delaware Educational Television

DIVISION OF RESEARCH, PLANNING AND EVALUATION

EM007 931

STATE DEPARTMENT OF PUBLIC INSTRUCTION
DOVER, DELAWARE 19901

ED038033

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED
EXACTLY AS RECEIVED FROM THE PERSON OR
ORGANIZATION ORIGINATING IT. POINTS OF
VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

EVALUATION OF CLOSED CIRCUIT EDUCATIONAL TELEVISION IN DELAWARE: EMPHASIS ON UTILIZATION, PROGRAM SERIES CONTENT, AND COMMITMENT

Study conducted by

Miss Jeanne W. Mohrmann
Principal Investigator

Doctoral Candidate, Lehigh University
and Research Intern, Delaware DPI

and

Dr. Wilmer E. Wise
Project Director

Director of Research, Planning, and
Evaluation, Delaware DPI

January 1970

Department of Public Instruction
Dover, Delaware

STATE BOARD OF EDUCATION

Mr. Robert H. McBride, President
Mr. Joseph J. Crowley, Vice President
Mr. H. Leland Brown
Mr. Edwin Golin
Dr. William E. Spence
Mr. Clyde Bishop

Dr. Kenneth C. Madden, Secretary

125TH GENERAL ASSEMBLY AD HOC EDUCATIONAL TELEVISION COMMITTEE

Mr. Sid Shaw, Chairman
The Hon. Herbert A. Lesher, Vice-Chairman
Mrs. Martha G. Bachman, Secretary
Mr. William H. Clark
Mr. John Murray
The Rev. William J. Campbell
The Hon. Louise T. Conner
Mr. F. Niel Postlethwait
Mr. Lemuel O. Boone, Jr.
Dr. Luna I. Mishoe
Dr. Paul K. Weatherly
The Hon. Pierre S. duPont, IV
Dr. George V. Kirk

ADMINISTRATIVE COUNCIL DEPARTMENT OF PUBLIC INSTRUCTION

Dr. Kenneth C. Madden, Superintendent
Mr. F. Niel Postlethwait, Deputy Superintendent
Mr. Roger C. Mowrey, Ass't. Supt., Administrative Services
Dr. Howard E. Row, Ass't. Supt., Auxiliary Services
Dr. Paul M. Hodgson, Ass't. Supt., Instructional Services

ACKNOWLEDGEMENTS

As Director of this study, I would like to thank many individuals who played vital roles in helping complete this extensive investigation in just over three months.

The highest amount of praise is due Miss Jeanne Mohrmann, a Research Intern in the Division, for her extremely capable and dynamic assistance in all phases of this evaluation. Miss Mohrmann, along with the Director of the study, and selected secretaries worked many evenings, Saturdays, Sundays, and holidays to complete the investigation by the required January 1 deadline.

Mr. James R. Campbell, another helpful Research Intern, and the entire staff of the Research Office assisted in this study. Mrs. Marietta Harris, who provided secretarial leadership, and Mrs. Anne Jones, who performed data tabulations, are owed a special debt of thanks.

Dr. John A. Stoops, Dean of The College of Education, and other administrators at Lehigh University, must receive credit for making the University's computer installation available to the investigators. It is significant to note that over a thousand statistical calculations as chi squares, correlations, standard deviations, etc., were completed in 933 seconds for a cost of approximately $126 (regular rate for non-university service).

Appreciation is expressed to Dr. Paul Weatherly and Mr. Thomas Luff, of the Delaware Technical and Community College, for making facilities and student-time available for keypunching and verification of data.

Dr. Merle Tate, Professor of Education at Lehigh University, is owed a firm debt of thanks for providing statistical advice.

To the staff of The Department of Public Instruction who provided information, genuine gratitude is expressed.

A last vital expression of thanks is due the students, teachers, principals and administrators who, by completing questionnaires and granting interviews, made this investigation possible.

Dr. Wilmer E. Wise

TABLE OF CONTENTS

Page

Acknowledgements iii

List of Tables vi

INTRODUCTION 1
- I. BACKGROUND AND NEED FOR STUDY 1
- II. REVIEW OF THE LITERATURE 4
- III. STATEMENT OF THE PROBLEM 10
- IV. LIMITATIONS OF THE STUDY 12
- V. PROCEDURES 15

PROGRAM SELECTION AND SCHEDULING 21
- I. CRITERIA FOR PROGRAM SELECTION AND SCHEDULING . . . 21
- II. DETERMINATION OF 1969-70 PROGRAM SCHEDULE 23
- III. PREVIEWING 26
- IV. SCHEDULING 26

FINDINGS 28
- I. OVERVIEW 28
- II. UTILIZATION 30
- III. PROGRAM CONTENT 53
- IV. PERSONAL CHARACTERISTICS 61
- V. COMMITMENT TO DETV 73
- VI. RATING BY RESPONDENTS CONCERNING OBJECTIVES OF DETV. 93
- VII. INTERVIEWS AND COMMENTS 113
- VIII. SUMMARY OF FINDINGS 125
- IX. HIGHLIGHTS 140a

BIBLIOGRAPHY 141

APPENDIX I - Schedule of Activities - D.P.I. Educational Television Evaluation Committee 142

II - A. Dr. Madden's Request to Complete Questionnaires, Nov 5, 1969 143

B. Memorandum From Ad Hoc Television Committee to Chief School Officers, Nov 3, 1969 144

C. Dr. Madden's Second Request to Complete Questionnaires, Nov 12, 1969 145

Page

APPENDIX III - Supervisors Program Preview Survey, Nov 19, 1969 146

A. Interview Schedule 151

B. Principal and Teacher Interview Format . . . 152

C. Student Interview Format 153

D. Pupil Interview Questionnaire 154

IV - A. Recommendations and Procedures for Educational Television Responsibility . . . 156

B. D.P.I. Guidelinesfor Use of Educational Television Resources Center -- Policies and Procedures for Completing Programs . . . 158

V - Responses to Elementary Teacher Questionnaires . 161

VI - Responses to Secondary Teacher Questionnaires . 188

VII - Responses to Principal Questionnaires 215

VIII - Responses to Administrators Questionnaires . . . 228

LIST OF TABLES

INTRODUCTION

TABLE PAGE

1 VALIDATION OF TEACHER SAMPLE WITH STATE-WIDE TOTALS 16

2 NUMBER OF TEACHERS RESPONDING TO DETV QUESTIONNAIRE 17

3 RESPONDENT TEACHERS CLASSIFIED BY USE OR NON USE OF DETV 17

PROGRAM SELECTION AND SCHEDULING

1 NUMBER AND DISTRIBUTION OF DETV PROGRAMS 1968-69 AND 1969-70 25

FINDINGS

1 NUMBER AND DISTRIBUTION OF DETV PROGRAMS BY YEAR . . 29

2 RATIO OF TELEVISION SETS TO CLASSROOM TEACHERS . . . 31

3 PERCENT UTILIZATION OF DETV BY TEACHERS WHO RESPONDED TO QUESTIONNAIRE 34

3A NUMBER AND PERCENT OF RESPONSES TO TEACHER QUESTIONNAIRES BY COUNTY AND SCHOOL DISTRICT 34a

4 SECONDARY SUBJECTS TAUGHT AND PROGRAMS AVAILABLE ON DETV 35

5 ELEMENTARY LEVEL PROGRAMS AVAILABLE ON DETV 37

6 PROGRAMS VIEWED BY SECONDARY SUBJECT AREA 38

7 PROGRAMS VIEWED BY ELEMENTARY SUBJECT AREA 39

8 PROGRAM SERIES VIEWED BY SECONDARY RESPONDENTS . . . 43

9 PROGRAM SERIES VIEWED BY ELEMENTARY RESPONDENTS . . 44

10 IDEAL PREVIEWING TIME FOR DETV LESSON SERIES AS INDICATED BY USER RESPONDENTS 45

TABLE PAGE

11 IDEAL PROGRAM LENGTH AS INDICATED BY USER RESPONDENTS 46

12 IDEAL PROGRAM FREQUENCY AS INDICATED BY USER RESPONDENTS 47

13 TEACHER RESPONSES CONCERNING USE OF VIDEO TAPE RECORDERS 48

14 TEACHER RESPONSES REGARDING DETV INFORMATIONAL NOTICES 50

15 TEACHER RESPONSES REGARDING RECEIPT OF DETV TEACHER'S HANDBOOK 51

16 1969-70 DETV PROGRAMS AND RATINGS ELEMENTARY (K-6) USER RESPONDENTS 54

17 1969-70 DETV PROGRAMS AND RATINGS SECONDARY (7-12) USER RESPONDENTS 56

18 RESPONDENTS COMPARED TO STATE TOTALS BY SEX . . . 62

19 COMPARISON BY SEX BETWEEN SECONDARY USERS AND NON USERS 63

20 COMPARISON BY AGE BETWEEN ELEMENTARY USERS AND NON USERS 64

21 COMPARISON BY AGE BETWEEN SECONDARY USERS AND NON USERS 65

22 COMPARISON BY DEGREE EARNED BETWEEN ELEMENTARY USERS AND NON USERS 66

22A COMPARISON BY DEGREE EARNED BETWEEN SECONDARY USERS AND NON USERS 67

23 COMPARISON BY YEARS OF EXPERIENCE BETWEEN ELEMENTARY USERS AND NON USERS 68

24 COMPARISON BY YEARS OF EXPERIENCE BETWEEN SECONDARY USERS AND NON USERS 69

25 COMPARISON BY ENROLLMENT IN TV COURSE BETWEEN USERS AND NON USERS 70

26 COMPARISON BY ATTENDANCE AT AN ETV WORKSHOP BETWEEN USERS AND NON USERS 71

27 DESIGNATION OF INSTITUTION AT WHICH ETV COURSE OR WORKSHOP WAS TAKEN 72

TABLE PAGE

28 USER RESPONSES TO ELIMINATION OF DETV 73

29 RESPONDENTS OPINIONS REGARDING USE OF ADDITIONAL STATE AID IF AVAILABLE 75

30 PRINCIPAL'S ATTITUDE TOWARD DETV AS PERCEIVED BY TEACHER RESPONDENTS 78

31 ATTITUDE OF STATE DPI SUBJECT MATTER SUPERVISOR TOWARD DETV AS PERCEIVED BY TEACHER RESPONDENTS . 80

32 STATE DPI SUBJECT MATTER SUPERVISOR'S ADVOCACY OF DETV UTILIZATION AS INDICATED BY TEACHER RESPONDENTS 81

33 CONSULTATION OF TEACHERS BY DPI SUBJECT MATTER SUPERVISORS 82

34 DISTRICT SUPERINTENDENT'S ATTITUDE TOWARD DETV AS PERCEIVED BY TEACHER RESPONDENTS 83

35 DISTRICT SUPERINTENDENT'S ADVOCACY OF DETV UTILIZATION AS PERCEIVED BY TEACHER RESPONDENTS . 84

36 DISTRICT SUBJECT MATTER SUPERVISOR'S ATTITUDE TOWARD DETV AS PERCEIVED BY TEACHER RESPONDENTS . 85

37 DISTRICT SUBJECT MATTER SUPERVISOR'S ADVOCACY OF UTILIZATION OF DETV AS PERCEIVED BY TEACHERS . 86

38 PERCENT INDIVIDUALS VIEWING ETV-70 PRESENTATION 89

39 PERCENT OF PRINCIPALS WHO RESPONDED THEY HAVE PRESENTED ADVANTAGES OF DETV TO VARIOUS GROUPS . 92

40 RESPONSE CONCERNING WHETHER DETV IS SUCCESSFUL IN ENRICHING CLASSROOM INSTRUCTION BY BRINGING INTO THE CLASSROOM PERSONS AND PLACES NOT READILY AVAILABLE TO PUPILS 94

41 RESPONSE CONCERNING WHETHER DETV IS SUCCESSFUL IN ENRICHING CLASSROOM INSTRUCTION BY BRINGING INTO THE CLASSROOM PERSONS AND PLACES NOT READILY AVAILABLE TO PUPILS 95

TABLE PAGE

42 RESPONSE CONCERNING WHETHER DETV IS SUCCESSFUL IN SUPPLEMENTING REGULAR INSTRUCTIONAL PROGRAMS BY PROVIDING TELEVISION PROGRAMS WHICH PROVOKE DISCUSSION AND EXPAND THE PUPIL'S STUDY 96

43 RESPONSE CONCERNING WHETHER DETV SHOULD SUPPLEMENT REGULAR INSTRUCTIONAL PROGRAMS BY PROVIDING TELEVISION PROGRAMS WHICH PROVOKE DISCUSSION AND EXPAND PUPIL'S STUDY 97

44 RESPONSE CONCERNING WHETHER DETV IS SUCCESSFUL IN SUPPLEMENTING REGULAR INSTRUCTIONAL PROGRAMS IN AREAS SUCH AS LITERATURE, SCIENCE, HUMANITIES, MATHEMATICS, BEHAVORIAL SCIENCES, ETC. 98

45 RESPONSE CONCERNING WHETHER DETV SHOULD SUPPLEMENT REGULAR INSTRUCTIONAL PROGRAMS IN AREAS SUCH AS LITERATURE, SCIENCE, HUMANITIES, MATHEMATICS, BEHAVORIAL SCIENCES, ETC. 99

46 RESPONSE CONCERNING WHETHER DETV IS SUCCESSFUL IN ENRICHING INSTRUCTION BY PROVIDING UP-TO-DATE ITEMS CONCERNING CURRENT EVENTS 100

47 RESPONSE CONCERNING WHETHER DETV SHOULD ENRICH INSTRUCTION BY PROVIDING UP-TO-DATE ITEMS CONCERNING CURRENT EVENTS 101

48 RESPONSE CONCERNING WHETHER DETV IS SUCCESSFUL IN PROVIDING STATE-WIDE COVERAGE IN FIELDS OF CRITICAL NEEDS SUCH AS SAFETY PROGRAMS, EDUCATION REGARDING DRUGS, ETC. 102

49 RESPONSE CONCERNING WHETHER DETV SHOULD PROVIDE STATE-WIDE COVERAGE IN FIELDS OF CRITICAL NEEDS SUCH AS SAFETY PROGRAMS, EDUCATION REGARDING DRUGS, ETC. 103

50 RESPONSE CONCERNING WHETHER DETV IS SUCCESSFUL IN GIVING DIRECT INSTRUCTION IN SUBJECT AREAS WHERE LOW STUDENT POPULATIONS ARE UNABLE TO SUPPORT THE SERVICES OF SPECIALIZED TEACHERS. 104

51 RESPONSE CONCERNING WHETHER DETV SHOULD GIVE DIRECT INSTRUCTION IN SUBJECT AREAS WHERE LOW STUDENT POPULATIONS ARE UNABLE TO SUPPORT THE SERVICES OF SPECIALIZED TEACHERS. 105

TABLE PAGE

52 RESPONSE CONCERNING WHETHER DETV IS SUCCESSFUL IN PROVIDING IN-SERVICE PROGRAMS FOR THE INSTRUCTIONAL STAFF BY PRESENTATION OF SPECIALISTS IN VARIOUS FIELDS AND/OR THE THE USE OF UNIVERSITY PERSONNEL 106

53 RESPONSE CONCERNING WHETHER DETV IS SUCCESSFUL IN PROVIDING IN-SERVICE PROGRAMS FOR THE INSTRUCTIONAL STAFF THROUGH DEMONSTRATIONS OF CLASSROOM TECHNIQUES 107

54 RESPONSE CONCERNING WHETHER DETV SHOULD PROVIDE IN-SERVICE PROGRAMS FOR THE INSTRUCTIONAL STAFF BY PRESENTATION OF SPECIALISTS IN VARIOUS FIELDS AND/OR THE USE OF UNIVERSITY PERSONNEL . . 108

55 RESPONSE CONCERNING WHETHER DETV SHOULD PROVIDE IN-SERVICE PROGRAMS FOR THE INSTRUCTIONAL STAFF THROUGH DEMONSTRATIONS OF CLASSROOM TECHNIQUES THROUGH THE USE OF MASTER TEACHERS . . 109

56 RESPONSE CONCERNING WHETHER DETV IS SUCCESSFUL IN GIVING DIRECT INSTRUCTIONAL TEACHING IN AREAS SUCH AS ELEMENTARY FOREIGN LANGUAGE SCIENCES, MATHEMATICS, ETC. 110

57 RESPONSE CONCERNING WHETHER DETV SHOULD GIVE DIRECT INSTRUCTIONAL TEACHING IN AREAS SUCH AS ELEMENTARY FOREIGN LANGUAGE SCIENCE, MATHEMATICS, ETC. 111

INTRODUCTION

INTRODUCTION

I. BACKGROUND AND NEED FOR STUDY

Television has been employed as an instructional medium in formal classroom situations both in the United States and abroad for over two decades. Attempts to evaluate the effectiveness of television in an educational setting have proliferated during this period. Chu and Schramm[1] state: "There can no longer be any real doubt that children and adults learn a great amount from instructional television, just as they do from any other experience that can be made to seem relevant to them....The effectiveness of television has now been demonstrated in well over 100 experiments, and in several hundred separate comparisons...."

On July 8, 1964 the General Assembly enacted a bill instituting state educational television in Delaware. This legislation envisioned a network capable of reaching all public schools in the state of Delaware. Authority for educational television was vested in the Educational Television Board composed of the six members of the State Board of Education, the President and one member from the faculty of the University of Delaware, the President of Delaware State College, and later the Chairman of the Board of Trustees of the Delaware Institute of Technology was included (6/28/67). The State Superintendent of Public Instruction was designated ex-officio secretary and executive officer of the Board. The Board was "responsible for establishing and maintaining an educational television network designed primarily to assist, strengthen, augment, and enrich the operation of the public schools of the State and of the University of Delaware and of Delaware State College."[2] These broad objectives were implemented starting in September 1965 by providing programs transmitted via closed circuit television in a variety of subject areas and for varying age levels to educational institutions in the State.

After less than fours years of operation, in April 1969, the Joint Finance Committee of the General Assembly submitted a budget bill eliminating all funds for State Educational Television from the proposed 1969-70 budget. No explanation was given by the Joint Finance Committee for its decision to deny educational television's request for 1.3 million dollars for fiscal year 1969-70. In effect this move would eliminate educational television in Delaware after July 1, 1969.

Following this decision, during April and May of 1969, newspaper articles attempted both to justify the cut in the budget proposal and the subsequent elimination of educational television and to justify the continuance of educational television.

Dr. James B. Heck,[3] Dean of the College of Education at the University of Delaware, was quoted as saying that the Educational Television Network is the only agency in the State that "comes close to being an integrated model of statewide cooperation. If we're going to talk about integration, it's a shame to see the network go down the drain when it's just beginning to work." A resolution adopted by the Delaware State Education Association evinced alarm at the Joint Finance Committee Action. The resolution stated:[4] "The state educational television has provided teachers with rich resources to complement their normal teaching methods....The children of Delaware should continue to be provided with these advantages." Governor Peterson[5] was noted as supporting and being instrumental in restoring Educational Television's funds.

On the other hand, Senator J. Donald Isaacs,[6] a member of the Finance Committee, was quoted as saying he and several others didn't like the way the Television Board runs its agency. Criticism of a program from one of the television series was also given as a reason for the fund cut-off.[7] Senator Dean C. Steele,[8] Chairman of the Senate Finance Committee, stated: "After four years, the Delaware Educational Television Network isn't curriculum-oriented, but culturally and propaganda-oriented. Teachers who use it could care less. And the taxpayer isn't getting his money's worth."

Thus concern was expressed as to whether educational television was meeting the educational needs of Delaware pupils and whether the cost of educational television was in proper proportion to the results obtained. This controversy regarding Educational Television in Delaware led to the enactment of House Substitute 1 for House Bill No. 261 by the General Assembly, effective July 1, 1969. This legislation (a) provides that the State Board of Education assume the responsibility formerly vested in the Educational Television Board; (b) appropriates monies for the operation of the Educational Television Network through June 30, 1970; (c) establishes an Ad Hoc Educational Television Committee to "conduct a comprehensive evaluation of Delaware Educational Television to date and to assess its future potential as a tool of instructional education;" and (d) provides $5,000 for an evaluation that is scheduled to be completed and a report made to the Governor and to the General Assembly no later than January 1, 1970.[9]

It is thus clear that, while monies have been appropriated by the General Assembly for the continuance of the Educational Television Network through June 30, 1970, there is a clear mandate by the State Legislature for the Ad

Hoc Educational Television Committee to conduct a comprehensive evaluation of the Educational Television operation and to determine whether or not the Educational Television system of the State can effectively and economically serve the educational needs of the State.

II. REVIEW OF THE LITERATURE

Studies attempting to evaluate some aspect of educational television have been numerous throughout the United States. The majority of these studies, however, have demonstrated results which are less than clearly interpretable. For example, Chu and Schramm[1] in discussing comparisons of instructional television with conventional teaching quote the following from a study by Stickell: "Stickell (1963) found, out of some 250 comparisons, only ten that meet his rather rigid requirements for adequate experimental design. He discovered 23 studies that were 'partially interpretable.' All of the 10 that were 'interpretable' showed 'no significant difference' in learning, at the commonly accepted level of significance, between televised teaching and conventional teaching." Chu and Schramm,[1] however, review research findings that do not meet the rigorous methodological requirements, contending that these studies do provide some pertinent information on evaluation of educational television. They find that in the great majority of comparative studies between educational television and conventional teaching, there is no significant difference between learning but where a difference does exist, it is likely to favor educational television over conventional teaching. Nonetheless, they strongly advocate instructional television as a teaching device on the grounds that it makes the sharing of the best teachers possible, allows teachers more time to prepare lesson material, and provides instruction to children in subject areas which are not available or weak in their schools.

The impact of the Delaware Educational Television Network has been surveyed for each of the first three years of its operation. A review of reports on Delaware Educational Television for the first four years of operation by the principal investigator indicates the following:

In March of 1967, a year after the completion of the first seven months of Delaware Educational Television's operation a report was submitted on the impact of educational television in Delaware for the first seven months (September-March, 1965-66).[10] This study surveyed every elementary and secondary public school teacher in the State and provided data on 63.6% of the teachers, i.e. those who returned completed questionnaires (N=3180). Data was collected on the teachers' use and evaluation of the 1965-66 educational television programs available in Delaware. Although the analyses of the data were not always complete or clearly interpretable, the following trends seemed to be indicated:

a. The distribution of respondents by grade level was weighted toward the secondary school level but only 25% of the programs were directed to this level.

b. Non-user respondents cited inability to find suitable programs, lack of television receivers and scheduling problems as the major reasons for nonuse.

c. 52.1% of the respondents used Network programs and on the average of two or fewer hours per week.

d. In a multiple response situation for each respondent:

1. 89.8% of the responses on evaluation of content were "excellent" or "good."

2. 86.2% of the responses on the value of educational television to the student were "excellent" or "good."

3. 87.4% of the responses to the question "would you repeat this program next year" were favorable.

In April 1967, questionnaires concerning the utilization and effectiveness of Educational Television in its second year of operation in Delaware (1966-67)[11] were sent to a 10% random sample of elementary and secondary public school teachers in Delaware. The data analyzed in this report cover 339 respondents (67.8% of those polled). In general, the same kind of data was collected for analysis as had been obtained in 1965-66. There were, however, enough differences to make comparisons of utilization and effectiveness of Educational Television between the two years tenuous and not readily interpretable. For example, the 1966-67 report never states the actual number or percent of user and non-user respondents. Tables, which in 1965-66 were restricted to either users or non-user respondents, combine these two categories in 1966-67. The problem of multiple responses to evaluative questions in both the 1965-66 and 1966-67 questionnaires further confounds any comparisons between the two years of operation. Therefore, many conclusions drawn in the 1966-67 report are invalid.

Based only on the data derived from the 1966-67 questionnaires (N=339), it is clear that (a) non users cited the same major reasons for not utilizing educational television as had the respondents in the 1965-66 survey but in different degrees of intensity. (b) In multiple response situations for each respondent:

1. 92.8% of responses rated content of the programs "excellent" or "good."

2. 89.4% of the responses rated educational television's value to the students "excellent" or "good."

3. 91.7% of the responses indicated a favorable attitude toward the use of educational television in the ensuing year.

The report on the third year of Educational Television reflects a somewhat different orientation to evaluation than did the two prior reports.[12] All administrators, including principals, were surveyed while teachers were surveyed on a 10% stratified random sample basis. Detailed reports of the findings are not presented in the report, but it would appear that the majority of administrators responding favor educational television. Television receivers were found to be disproportionately allocated, with elementary schools having the highest ratio of receivers to teachers. It was also noted that there was a heavy concentration in several subjects at specific grade levels with other grade levels having few or no offerings in these areas. Also in certain subject areas, it was noted that very few programs were available.

This report also summarized a survey made by a committee to study educational television effectiveness in Delaware under the auspices of the State Superintendent. Those teachers most likely to use Educational Television (1) were teaching at the lower grade levels, (2) had course work in instructional media, (3) were female, (4) used other instructional media and (5) had the active support of administrators in using Educational Television.

In addition, in 1968-69, Utilization Coordinators visited schools throughout the State. The main thrust of their task was to provide help in and insight into problems encountered by schools in order that the environmental climate for educational television be as favorable as possible and thus to assist in making effective use of educational television. In addition, these coordinators gathered information at the district level on use of television by students and by teachers, on numbers of television sets, on the ratio of television sets to teachers, on comments about specific offerings, on appropriateness of programs to courses and on the quality of programs. The information provided in these utilization studies is largely impressionistic rather than scientific in nature.

In April of 1969, the State Superintendent sent a short questionnaire[13] to each teacher in the State requesting opinions on Educational Television in Delaware. The data returned from this questionnaire were analyzed in two parts: (a) for elementary teachers (N=2207 reported as 67% of those polled) and (b) for secondary school teachers (N=1967 or 83% of those polled).

These data can be summarized as follows:

Question: What effect will elimination of Educational Television have on your classroom instructional program?

	K-6 (N=2207)	7-12 (N=1835)
Serious	33%	8%
Moderate	50%	25%
Little	13%	67%
Other	4%	0%
	100%	100%

Question: Do you use Delaware Educational Television in your classroom?

	K-6 (N=2207)	7-12 (N=1851)
Regularly	71%	14%
Occasionally	21%	33%
Never	5%	53%
Other	3%	0%
	100%	100%

Question: How many separate series did you use this year?

	K-6 (N=?)	7-12 (N=682)
Median number of series used	4.3	1.7

Question: What is the average number of minutes you viewed Educational Television per week?

K-6 (N=?)	7-12 (N=?)
57 min.	105.2 min.

Question: If you use Educational Television only occasionally, or never, will you please respond to the following:

Reason for Nonuse	K-6 (N=559)	7-12 (N=1737)
No television receiver available	20%	14%
No programming applicable	14%	40%
Could not schedule	44%	34%
Television of no value to my class	6%	12%
Other	16%	0%
	100%	100%

It is apparent from the above that there is a differential use between elementary school teachers and secondary school teachers in the use of

Educational Television. Although elementary teachers rely considerably more on television (4.3 series vs 1.7 series), apparently either single programs or series or both are longer at the secondary school level (105.2 min./wk. vs. 57 min./wk. for elementary teachers.)

This finding is supported by the research analyzed by Chu and Schramm. They suggest, however, that the way television is used and the alternatives to television teaching are factors which interact with grade level in producing favorable or unfavorable attitudes toward Educational Television.

When this study is further analyzed by actual grade level (in the elementary schools) or course content area (in the secondary schools), further differences in use of an attitude toward Educational Television emerge, but it is not clear that these differences are due to unavailability of programs for a particular grade level, or subject area; difficulties of scheduling; or some other reason.

III. STATEMENT OF THE PROBLEM

The basic problem of the study is to determine the effectiveness of closed circuit educational television in Delaware public elementary and secondary schools. In order to accomplish this task, an extensive evaluation was undertaken. The major components of the evaluation include:

A. Program Selection and Scheduling.
B. Utilization of Program Series Televised Between Sept. 15 - Nov. 19.
C. Analysis of Program Series Content.
D. The Extent of the Local District Commitment.

E. Attitudes Toward Objectives

F. Free Responses to the Questionnaire and Interviews

Four groups were listed for the study: teachers, principals, other administrators and pupils.

Based upon the review of the literature, it was evident that elementary teachers differ from secondary teachers in their use of educational television. In addition, teachers who use educational television also differ from those who do not use it. Thus, the teacher's category was subdivided into (1) elementary and secondary, and (2) users of DETV and non users of DETV.

This study attempts to determine, where comparisons warrant, if:

There are appreciable differences among teachers, principals, and other administrative staff considering the major components of the study as utilization, commitment, etc.?

There are differences between elementary and secondary teachers concerning the key factors of the study?

There are differences between teachers who use DETV and those who do not use DETV?

There are differences among staff groups and DETV factors when differences in personal characteristics as age, years of educational experience and educational level, etc. are considered?

IV. LIMITATIONS OF THE STUDY

A. Lack of Established Objectives: House Substitute 1 for House Bill No. 261[9] states as the objective of Educational Television: "The State Board of Education shall be responsible for maintaining an educational television network designed primarily *to serve in an appropriate manner* the educational program of the public schools and institutions of public higher education in Delaware." (italics ours) In the first meeting of the Ad Hoc Educational Television Committee, held August 5, 1969,[14] Mr. Weatherly pointed out that before an evaluation of the past effectiveness of Educational Television or a consideration of its future role in education can be made, *the objectives of Educational Television must* be clearly defined. Thus, the above quoted phrase "to serve in an appropriate manner," must be defined in terms that permit evaluation of television against clearly-stated criteria, in order that such evaluation may be used to guide the future use of Educational Television in Delaware.

At a meeting of the Ad Hoc Educational Television Committee held November 5, 1969, the Committee approved a *draft* of the proposed objectives of Educational Television in Delaware. These objectives are:

1. To provide direct instruction in areas such as

    (a) Elementary foreign language;

    (b) Subjects where low student populations are unable to support the services of specialized teachers (art and music).

2. To provide supplementary instruction by

    (a) Providing program series in areas such as literature, science, and the humanities;

(b) Providing programs which provoke discussion and expanded study by pupils.

3. To provide in-service instruction for teachers and other school staff.

(a) By demonstrations of classroom techniques through the use of master teachers;

(b) By presentation of specialists in various fields;

(c) By the use of university personnel;

(d) By panels of teachers explaining procedures in various areas;

(e) In having governmental and other persons speak;

(f) Study means of utilizing Educational Television.

4. To provide State-wide instruction in fields of critical needs such as

(a) Safety programs;

(b) Education regarding drugs.

5. To constantly explore other possible functions such as

(a) Remedial instruction;

(b) Evening school programs;

(c) Tie-in with data systems.

6. To provide instruction or in-service training to groups such as custodians, business personnel, secretaries, etc.

B. Time Restrictions: On the basis of the Preliminary Proposal for the Evaluation of Educational Television in Delaware, submitted by the Division of Research, Planning and Evaluation of the Department of Public Instruction in early October, the Ad Hoc Educational Television Committee authorized the Division to conduct a study to evaluate Educational Television in Delaware for 1969-70 under the general rubric, program and utilization. This report is to be completed by January 1, 1970. The study is to concern itself with utilization including scheduling of programs, criteria for program selection, and commitment to Educational Television by teachers, principals and other administrators. Toward this end, and under the constraint of a January 1, 1970 deadline for completion of the study, the Division personnel devised questionnaires to teachers, principals, and other administrators, interviewed members of the Delaware Educational Television staff and the Department of Public Instruction staff involved in Educational Television, and also interviewed a small group of teachers, principals, and students. The evaluation is, of necessity, restricted to Delaware Educational Television utilization between its fall inception date, September 15, and the middle of November, the cut-off date for receipt of completed questionnaires. Thus the study covers only a small portion of the total season. The short period of time allowed for the evaluation of Educational Television in Delaware also restricted the number of interviews with DETV staff, DPI staff, administrators, principals, teachers, and pupils that could be conducted. A schedule of activities in connection with this study was prepared and is attached as Appendix I. It should be noted that an advance copy of the objectives was provided to the Research Division for incorporation into the questionnaire on October 24 and that the questionnaires were then amended to incorporate these items so that they could be sent to recipients by October 31.

Further, the evaluation of Delaware Educational Television following the fervor created by the State Legislature's original denial of funds to

Delaware Educational Television may overly bias some of the findings and this fact should be considered when reading this report.

V. PROCEDURES

Procedures involved in questionnaires and in interviews with appropriate individuals are described in this section.

A. Sampling Frame for Questionnaires

1. Administrators' Questionnaires. All Superintendents, Assistant Superintendents, Supervisors and Directors who are involved in instructional areas were surveyed through a questionnaire that elicited from them replies to 38 questions. The number of individuals thus surveyed was 116. Of the 116 so surveyed, 84 individuals, or 72.4%, responded to the questionnaire with usable data.

2. Principals' and Assistant Principals' Questionnaires. All Principals and Assistant Principals in Delaware (N=253) were surveyed through a questionnaire that elicited from them responses to 49 questions. Of the 253 Principals surveyed, 167, or 66.0%, responded to the questionnaire with usable data.

3. Teachers' Questionnaires. The 1969-70 Educational Personnel Directory, which is organized by school district, schools within a district, and personnel within a school, was used to select a 20% sample of classroom teachers. For the selection of this sample, classroom teachers were defined as any individual assigned to a school whose name appeared in that portion of the list after the principal or assistant principal and before the listing of ancillary personnel, such as nurses, librarians, and custodians. Teachers were selected from this portion of each school listing by consecutively

selecting every fifth name from the entire list (N=5880). In this manner, a sample frame of 1,176 individuals was selected. From this sample frame, 32 individuals were deleted because inspection of the sample indicated that these 32 individuals were not classroom teachers (e.g. guidance counselors, speech and hearing therapists, etc.) Thus, the final sample of classroom teachers consists of 1,144 individuals. This sample was compared to elementary and secondary classroom teacher totals listed in the 1969-70 Educational Personnel Directory. Elementary teachers were defined as those teaching grades K to 6 and included special teachers, such as reading specialists, etc. Secondary teachers were defined as those teaching grades 7-12. Calculation of chi square indicates a nonsignificant difference between the population as indicated in the Educational Personnel Directory and the sample (Chi Square = 1.01 df = 1).

TABLE 1

VALIDATION OF TEACHER SAMPLE WITH STATEWIDE TOTALS

	Number Listed in Educational Personnel Directory		Number in Sample	
	Number	Percent	Number	Percent
Elementary & Special Teachers	2,904	51.0	600	52.5
Secondary Teachers	2,780	49.0	544	47.5
Totals	5,684*	100.0	1,144	100.0

* 196 (Guidance counselors, speech and hearing therapists, etc. are not included in table.)

B. Development of Questionnaire. Two questionnaires were devised for teachers: one for elementary teachers and one for secondary teachers. Each questionnaire was divided into three sections: (1) Personal Characteristics elicited from all teachers; (2) DETV user section; and

(3) DETV non user section. These divisions were based on the hypotheses that (1) elementary and secondary teachers use DETV differently; and (2) those teachers who use DETV are different from those teachers who do not use DETV. Eighty-two questions were asked of elementary teachers who used DETV, 84 of secondary teacher users, 53 of elementary teachers who do not use DETV, and 54 of secondary teachers who do not use DETV.

Of the 600 elementary teachers who were sampled, 325 questionnaires, or 54.2%, were returned with usable data. Of these 325, 74.2% or 241 classified themselves as DETV users while 84, or 25.8% classified themselves as non users (Table 3). Of the 544 secondary teachers who were sampled, 330, or 60.7% retured questionnaires with usable data. Of these 330, 17% or 56, classified themselves as DETV users, while 274, or 83%, classified themselves as non users (Table 3).

TABLE 2

NUMBER OF TEACHERS RESPONDING TO DETV QUESTIONNAIRE

	Elementary Teachers		Secondary Teachers	
	Number	Percent	Number	Percent
Sample	600	100.0	544	100.0
Non Respondent	275	45.8	214	39.3
Respondent	325	54.2	330	60.7

TABLE 3

RESPONDENT TEACHERS CLASSIFIED BY USE OR NON USE OF DETV

	Elementary Teachers		Secondary Teachers	
	Number	Percent	Number	Percent
Users	241	74.2	56	17.0
Non Users	84	25.8	274	83.0
Total Respondents	325	100.0	330	100.0

In addition a questionnaire was devised for principals and assistant principals who were asked 49 questions. A further questionnaire was devised for administrators who included superintendents, assistant superintendents, supervisors, and directors. Thirty-eight questions were asked of this group.

It should be noted that due to the deadline for completion of this report; namely, January 1, 1970, it was impossible to adequately field test the questionnaires on the populations for whom they were intended. Reviews of the questionnaires for relevance and comprehensiveness were accomplished, however, by several teachers in the Dover area, by members of the Ad Hoc Educational Television Committee, and by certain personnel in the Department of Public Instruction. Final revisions of the questionnaires were accomplished and completed October 27, 1969.

The questionnaires were mailed by the Research Division on October 29 and 30 with the request that they be completed and returned by November 5, 1969. On November 3 a letter from the Ad Hoc Educational Television Committee was sent to all Chief School Officers. Two follow-up letters, one on November 5 and one on November 12, were sent by the Research Division under the signature of the Superintendent of the Department of Public Instruction, to elicit questionnaires from non respondents. The November 3 memorandum from the Ad Hoc Educational Television Committee to all professional personnel, urging that questionaires be completed was included as an enclosure to the follow-up letter of November 5, 1969. (See Appendix II).

Thirty-seven questionnaires across all groups were returned either unanswered or with insufficient questions completed to code the data meaningfully. Thus, in toto, the overall response across all questionnaires was 943 out of a possible 1,513, or 62.3%.

The cut-off date for processing of all questionnaires was November 19, 1969. Since that date, 3 administrators' questionnaires, 24 principals' questionnaires, 87 elementary teacher questionnaires and 45 secondary teacher questionnaires have been returned. These questionnaires (N=159) are not included in the analyses of the data.

C. Interviews of DETV and DPI Staff Members Involved in Educational Television

Mr. William Lewis and Mr. Clarence Wagner, of the Delaware Educational Television staff; Dr. Paul Hodgson, Assistant Superintendent of Instructional Services Area; Mr. Robert Hawkins, Director of the Elementary Education Division were interviewed in an attempt to ascertain the policies used in determining how 1969-70 program series were selected for DETV and how 1969-70 scheduling was accomplished. In addition, a questionnaire was sent to all Supervisors of Instructional Services (N=37) on November 19, 1969, requesting information on previewing and recommendations forwarded to DETV concerning specific programs. This questionnaire was followed up on November 25 and December 2, 1969. Twenty-three (62%) replies were received in answer to this questionnaire. (See Appendix III for a copy of the questionnaire.)

D. Interviews of Teachers, Principals, and Students

In order to gather supplementary data that might provide insights into DETV users attitudes and commitment to DETV, interviews were conducted with principals, teachers, and pupils in six schools. One elementary and one secondary school were randomly selected from each of the three counties in Delaware. From each of these schools, the principal was interviewed (except in one school where he was unavailable). Two teachers and four students were interviewed at each school. These interviews were conducted on November 10, 11, and 12. (See Appendix IIIA). A copy of the interview schedules is attached as Appendix IIIB and IIIC. In addition, at the time of interviewing, twelve pupils who view educational television in each of the six schools, were given a short questionnaire to complete (Appendix IIID). Since the total number of interviews for each group was small, comments about them and/or quotes from them will be interspersed through the report in appropriate sections. A summary section based on the interviews that were conducted and comments elicited from open-ended questions on the several questionnaires are provided in Section VII of this report.

E. Processing the Data

The questionnaires were designed so that coding could be accomplished directly on the questionnaire. Coding was accomplished, under the direction of the principal investigator, by the staff of the Director of Research, Planning and Evaluation Division, Department of Public Instruction. The coded questionnaires were then sent to the Computer Section of the Delaware Technical and Community College, Southern Branch, for key punching and verifying. Upon completion of this task on November 19, the cards were punched by groups, i.e. elementary teachers, secondary teachers, principals and administrators. They were taken by the principal investigator to Lehigh University for computer analysis. Programming was accomplished by the principal investigator with the assistance of Mr. David March of the Lehigh Computer Center. It should be noted that the average time between input and output was 15 minutes. Completed printouts of the data were returned to the Research Division for analysis by the principal investigator.

PROGRAM SELECTION
AND SCHEDULING

PROGRAM SELECTION AND SCHEDULING

I. CRITERIA FOR PROGRAM SELECTION AND SCHEDULING

A. Background: In the five years of DETV's operation, there have been five different Program Directors. It is evident that, with such a constant change in key personnel, information concerning the selection and scheduling of programs for DETV was not detailed in such a way as to present a coherent view of any basic philosophy underlying the selection and scheduling of programs.

Further, because of a decrease in the 1969-70 DETV budget, professional and technical personnel were reduced from 39 in 1968-69 to 21 in 1969-70. Included in this staff reduction was the entire utilization staff whose responsibility had been to promote the proper use of audio-video media and to query educational personnel in the schools regarding program content and quality.

In July of 1969, the State Legislature transferred authority for the administration of DETV from a separate DETV board to the State Board of Education. At this time, DETV was designated as a division of the Department of Public Instruction and placed in the Instructional Services Area. It should be noted that prior to the transfer, certain Department of Public Instruction supervisory personnel worked with the DETV Program Director concerning programs in their content area.

B. Criteria for Program Selection: The evaluation committee was unable to find any written criteria or guidelines for selecting new programs, for eliminating programs, or for retaining programs prior to the transfer of authority for DETV to the Instructional Services Area. In October 1969, the Instructional Services Area of the Department of Public Instruction, had two documents prepared: (1) Recommendations and Procedures for Educational Television Responsibility, and (2) Policies and Procedures for Implementing Programs. The first document concerns administration, programming and supervisory responsibility in connection with DETV, (Appendix IV). The second document is concerned with the processes involved in initiating a program for viewing on DETV. This includes handling requests for new programs, insuring that adequate instructional materials are available, previewing programs, and procedures for producing new programs (Appendix IV).

C. Responsibility for Program Selection for 1969-70: Prior to the transfer of DETV to the Department of Public Instruction, decisions regarding program selection were vested in the DETV Program Committee. This committee was responsible for review and approval of all programs to be shown on DETV. The committee was composed of representatives from institutions of higher education, the Assistant Superintendent of the Instructional Services Area, and the Managing Director of DETV. The Program Director of DETV was designated an ex-officio member of the committee.

Anticipating the transfer of authority to the Department of Public Instruction, a DETV Instructional Committee was formed early in June 1969. The committee was composed of the Assistant Superintendent of the Instructional Services Area, all Directors in this Area, and the Director of DETV. At this time, the directors and supervisors in the Instructional Services Area were charged with the responsibility of viewing all programs in their content area "for appropriateness and instructional value."[14]

Although representatives from institutions of higher education (who had only 7.8% of the total 1969-70 programs in their area) have been replaced by members of the Department of Public Instruction Instructional Services Area staff, there is still no representation from local districts on the committee responsible for program selection. Local district personnel do, however, have an opportunity to express their views on program requirements to Department of Public Instruction supervisory personnel. However, it appears that local district personnel have no direct decision-making function concerning DETV program requirements since they are not represented on the committee responsible for program selection.

II. DETERMINATION OF 1969-70 PROGRAM SCHEDULE

During the 1968-69 school year, there were 76 programs for elementary and secondary pupils. In December 1968, the DETV Program Director met with his utilization staff to determine teacher attitudes toward particular programs and to determine if the particular programs offered during 1968-69 were being utilized. Based on the findings, ten programs were eliminated.

At this time, it was anticipated that the channels available to DETV would be increased from three to four. Therefore, program scheduling plans made in the early part of 1969 were based on the availability of four channels. When the budget for DETV was reduced by the State Legislature in July 1969, it was impossible to implement the use of a fourth channel.

Further, the Department of Public Instruction decided to establish priorities for each program and/or program series. Priorities were established on the basis of reports by the Department of Public Instruction Supervisors after previewing each program in their content area. Under this restraint, six programs were eliminated. There were also five programs shown in the 1968-69 season that were eliminated upon the specific recommendation of a Department of Public Instruction Supervisor. Seven additional programs were eliminated. Discussions with personnel responsible for DETV programming elicited from none of these individuals the acceptance or responsibility for the elimination of these seven programs. Therefore, this evaluation team could not determine the reason for the elimination of these programs.

Thus, 48 programs shown in 1968-69 were retained for viewing in 1969-70. Forty-five were retained on specific recommendations of Department of Public Instruction personnel, and two were retained contrary to Department of Public Instruction personnel recommendation (Spanish and Americans All). It may be that the lines of communication between the DETV staff and DPI supervisory personnel were not clear at this point in time, that these programs were scheduled by the DETV staff in order to serve a selected number of users in the field, or some other reason may account for this decision. One program (People Sell People) was retained although no reason for its retention could be determined. In addition, four programs dropped due to low priority and, although not scheduled for 1969-70, are available upon request. Six programs not shown last year were scheduled in 1969-70. An analysis of the six new programs for 1969-70 shows that one program was initiated by the DETV Program Director and five were initiated by the Department of Public Instruction Supervisors in conjunction with DETV personnel. The number and distribution of these programs is detailed on the next page.

TABLE 1

Number and Distribution of DETV Programs 1968-1969 and 1969-1970

N= 5 DPI Recommended Dropping	
N= 7 Reason for Dropping Unobtainable	
N=10 ETV Program Director Decision to Drop	N=6 New Programs Added for 1969-1970 Season
N= 6 Dropped Due to Priority/Time Limits	N=4 Programs Dropped from Regular Schedule. Available Only on Request for Seasonal Viewing
N=48 Programs retained from 1968-1969 to 1969-1970 Season 45 DPI Recommended Retention 2 Retained Contrary to DPI Recommendation 1 Retained. Reason Was Unobtainable	
N = 76 1968-1969	N = 58 1969-1970

III. PREVIEWING

Of the 54 program series regularly scheduled for 1969-70, at least one segment of 53 program series was reported to have been previewed by the appropriate Department of Public Instruction content area supervisor. A survey of Department of Public Instruction supervisory personnel indicated that 16 programs were previewed by more than one supervisor.

IV. SCHEDULING

Previewing before the 1969-70 season was on a request basis. In 1969-70, it was decided that all programs to be presented on DETV would be shown for classroom teachers and other interested personnel on the day prior to the scheduled program lesson. Although previewing was originally scheduled to start 2:30 p.m. each day, practical considerations dictated a change to 3:00 p.m. Each program is shown on its respective channel in the order in which it will appear on the regular schedule.

Prior to 1969-70, a program series was scheduled on an alternating day and alternating time basis to avoid conflicts. In 1969-70, it was finally decided to offer a single program series on one day at alternating time periods. The final schedule offered grades K-4 an opportunity to view a program on a given day three times, for grades 5-8 this was increased to five times, and for grades 9-12, programs were offered seven times a day.

In an attempt to inform local district personnel of the new procedures for DETV under the direction of the Department of Public Instruction, ETV-70 was produced. It was transmitted at 35-minute intervals all day September 2.

Programming began on September 15, 1969. On September 2, Dr. Hodgson forwarded a schedule for the first week September 15-19 to the local district superintendents with copies for the schools. During the week of September 15, 1969, the final edition of the DETV 1969-70 Teacher's Handbook was delivered to the local school districts.

Findings concerning changes in scheduling and previewing are presented in Section II under Findings.

Findings concerning dissemination of the Teacher's Handbook and Teacher Manuals are presented in Part K of Section II under Findings (p. 51).

FINDINGS

FINDINGS

I. OVERVIEW

The number and distribution of DETV programs by year is detailed on the following page. This table shows the number of programs available to elementary, junior high school, high school and others by year.

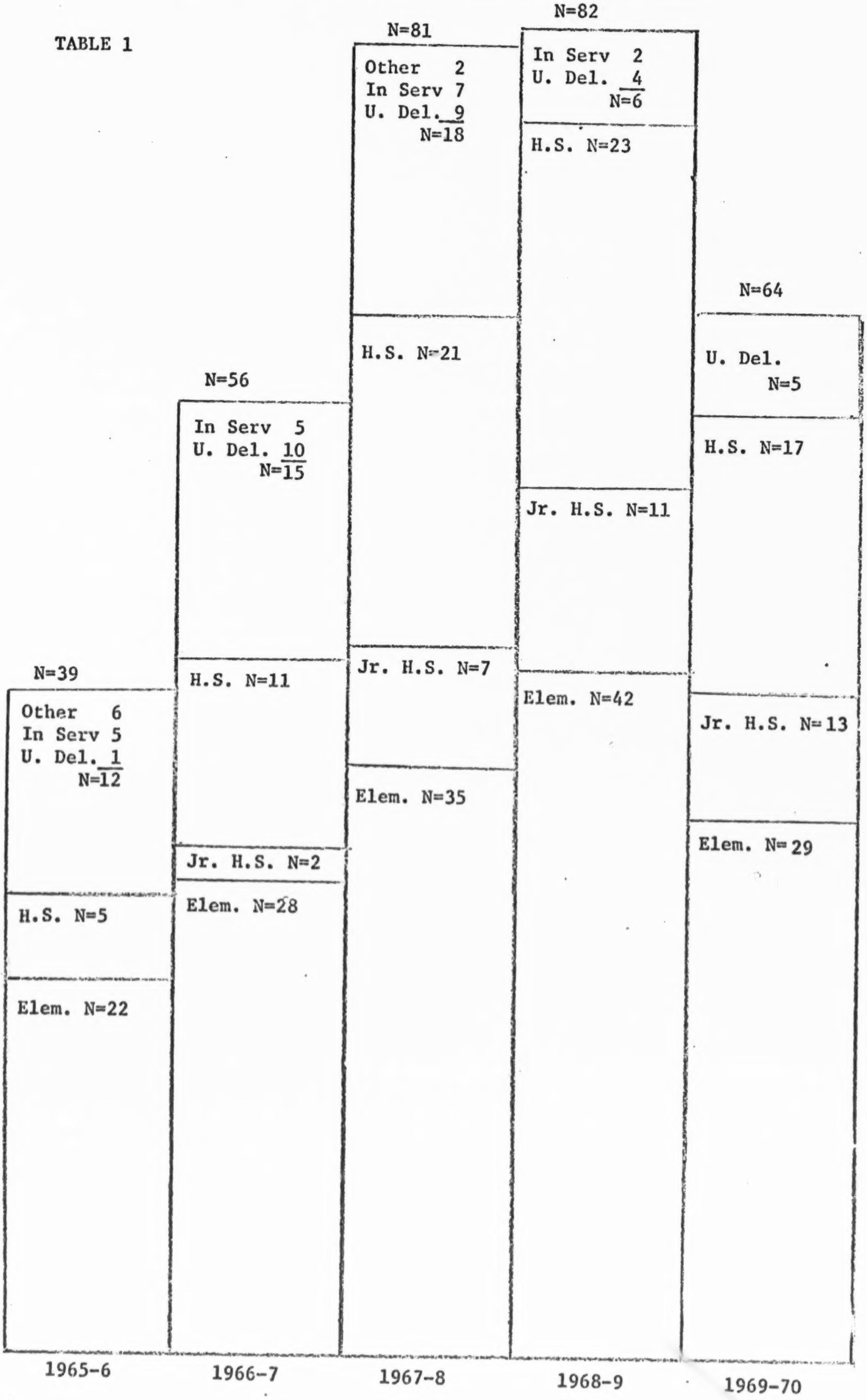
The response rate to all questionnaires was 62.3%, a low rate for responses in Delaware, especially in view of the follow-up letters that were sent to elicit return of completed questionnaires. This would seem to indicate a considerable amount of apathy by school personnel toward DETV. And, indeed, findings in this study seem to indicate that over 80% of school personnel surveyed indicated they would be little affected by the elimination of educational television in Delaware.

It is further noted that there was a differential response between users at the elementary level and secondary level, there being more than four times the number of users at the elementary level than at the secondary level. The non user response rate was reversed, there being over three times as many non users at the secondary level as at the elementary level.

It was also apparent that there are no programs available on DETV for a number of subject areas at the secondary level. However, in general, programs appearing on DETV for any grade level were rated by users as satisfactory. The average number of programs used per week by elementary teachers and by secondary teachers decreased slightly from prior reports of such use perhaps in the face of fewer program offerings in 1969-70 than in the two prior years.

NUMBER AND DISTRIBUTION OF DETV PROGRAMS BY YEAR

TABLE 1



II. UTILIZATION

This section deals with utilization of DETV, one of the major thrusts of this study. As stated, four questionnaires were prepared:

1. Elementary teachers
2. Secondary teachers
3. Principals and assistant principals
4. Superintendents and other instructional administrators

The number of responses and percent response to each item on each of these questionnaires have been calculated. The data are contained in Appendix V for elementary teachers, Appendix VI for secondary teachers, Appendix VII for principals, and Appendix VIII for administrators.

A. Estimated Number of TV Sets in Delaware Public Schools: Table 2 delineates the ratio of television sets to teachers by county and by school district. The number of television sets available by school district was derived from the DETV staff's best estimation. It will be noted that the lowest ratio of TV sets to teachers is in New Castle County, the Stanton School District, having less than one set for every seven teachers. Sussex County had one set for every 1.9 teachers and Kent County had one set for every 2.8 teachers. It will be noted that state wide, the ratio of TV sets to teachers is 1:2.8.

TABLE 2

RATIO OF TELEVISION SETS TO CLASSROOM TEACHERS

School District	Estimated* Number of Sets	Number Teachers	Ratio Sets To Teachers
New Castle County			
Alexis I. duPont	25	134	1:5.4
Alfred I. duPont	242	453	1:1.9
Appoquinimink	64	107	1:1.7
Claymont	38	157	1:4.1
Conrad Area	95	281	1:3.0
De La Warr	89	194	1:2.2
Marshallton-McKean	78	198	1:2.5
Mount Pleasant	77	275	1:3.6
New Castle-Gunning Bedford	151	349	1:2.3
Newark	185	649	1:3.5
Stanton	36	258	1:7.2
Wilmington	127	694	1:5.5
Total New Castle County	1,207	3,749	1:3.7
Kent County			
Caesar Rodney	149	337	1:2.3
Capital	50	283	1:5.7
Lake Forest	54	141	1:2.6
Milford	66	162	1:2.5
Smyrna	47	115	1:2.4
Total Kent County	366	1,038	1:2.8
Sussex County			
Cape Henlopen	63	150	1:2.4
Delmar	20	30	1:1.5
Indian River	123	248	1:2.0
Laurel	53	87	1:1.6
Seaford	80	182	1:2.3
Woodbridge	63	93	1:1.5
Total Sussex County	402	782	1:1.9
STATE TOTAL	1,975	5,577**	1:2.8

*Source of Information: DETV Staff

**Does not include New Castle Co. Voc.-Tech. (43), Kent Co. Voc.-Tech. (37), Sussex Co. Voc.-Tech. (27), and 196 guidance counselors, school psychologists, and speech and hearing therapists.

B. Utilization by District

The percent of use by teachers by school district based on respondents to the questionnaire is detailed in Table 3. The use of DETV by school district ranges from a low of 21.4% in the Alexis I. duPont School District to a high of 65.2% in the Lake Forest School District. (No user questionnaires were returned from either New Castle County or Sussex County Vocational-Technical School Districts, and there was only one user respondent from Kent County Vocational-Technical School District.)

School districts reporting the highest proportions of use are:

County	District	Reported More Than 50% DETV Teacher Use
New Castle	Newark	54.1%
	Marshallton-McKean	52.0%
	Mount Pleasant	50.0%
Kent	Lake Forest	65.2%
	Capital	57.1%
	Smyrna	55.6%
	Caesar Rodney	54.2%
	Milford	53.8%
Sussex	Cape Henlopen	65.0%

It will be noted that of the nine districts reporting use in excess of 50%, five are in Kent County, one is in Sussex County, and three are in New Castle County.

Inspection of Table 3A indicates that 71.7% of teachers sampled in the Wilmington School District failed to respond to the questionnaire. This represented 99 teachers.

C. Utilization by County

Kent County had the highest percentage of DETV teacher use, 55.9%, followed by Sussex County with 45.4%, and New Castle County with 43.6% (Table 3).

TABLE 3

PERCENT UTILIZATION OF DETV BY TEACHERS WHO RESPONDED TO QUESTIONNAIRE

School District	Percent Users	Percent Non Users
New Castle County		
Alexis I. duPont	21.4	78.6
Alfred I. duPont	41.1	58.9
Appoquinimink	42.9	57.1
Claymont	35.0	65.0
Conrad Area	37.8	62.2
De La Warr	46.4	53.6
Marshallton-McKean	52.0	48.0
Mount Pleasant	50.0	50.0
New Castle County Voc-Tech.	-	100.0
New Castle-Gunning Bedford	46.5	53.5
Newark	54.1	45.9
Stanton	32.2	67.8
Wilmington	40.0	60.0
Total New Castle County	43.6	56.4
Kent County		
Caesar Rodney	54.2	45.8
Capital	57.1	42.9
Kent County Voc-Tech.	25.0	75.0
Lake Forest	65.2	34.8
Milford	53.8	46.2
Smyrna	55.6	44.4
Total Kent County	55.9	44.1
Sussex County		
Cape Henlopen	65.0	35.0
Delmar	33.3	66.7
Indian River	42.1	57.9
Laurel	46.2	53.8
Seaford	46.7	53.3
Sussex County Voc-Tech.	-	100.0
Woodbridge	36.4	63.6
Total Sussex County	45.4	54.6
STATE TOTAL	46.6	53.4

TABLE 3 A

NUMBER AND PERCENT OF RESPONSES TO TEACHER QUESTIONNAIRES BY COUNTY AND SCHOOL DISTRICT

School District	Sample Size*	Respondents		Individuals Who Did Not Reply	
		No.	%	No.	%
New Castle County					
Alexis I. duPont	26	14	53.8	12	46.2
Alfred I. duPont	90	45	50.0	45	50.0
Appoquinimink	21	11	52.4	10	47.6
Claymont	31	20	64.5	11	35.5
Conrad Area	56	34	60.7	22	39.3
De La Warr	40	25	62.5	15	37.5
Marshallton-McKean	40	19	47.5	21	52.5
Mount Pleasant	58	29	50.0	29	50.0
New Castle Co. Voc-Tech.	9	7	77.8	2	22.2
New Castle-Gunning Bedford	69	37	53.6	32	46.4
Newark	129	80	62.0	49	38.0
Stanton	51	25	49.0	26	51.0
Wilmington	138	39	28.3	99	71.7
Total New Castle County	758	385	50.8	373	49.2
Kent County					
Caesar Rodney	67	48	71.6	19	28.4
Capital	59	38	64.4	21	35.6
Kent Co. Voc-Tech.	7	4	57.1	3	42.9
Lake Forest	29	21	72.4	8	27.6
Milford	34	26	76.5	8	23.5
Smyrna	23	17	73.9	6	26.1
Total Kent County	219	154	70.3	65	29.7
Sussex County					
Cape Henlopen	34	18	52.9	16	47.1
Delmar	5	3	60.0	2	40.0
Indian River	50	38	76.0	12	24.0
Laurel	18	13	72.2	5	27.8
Seaford	36	30	83.3	6	16.7
Sussex Co. Voc-Tech.	5	4	80.0	1	20.0
Woodbridge	19	10	52.6	9	47.4
Total Sussex County	167	116	69.5	51	30.5
STATE TOTAL	1144	655	57.3	489	42.7

*Every fifth teacher from the 1969-70 Educational Personnel Directory was selected for the sample.

D. Analysis of Programs Available

1. Secondary Level: Although a greater percentage (60.7%) of secondary teachers responded to the questionnaire, only 17% indicated they use DETV. Of the 54.2% elementary teachers who responded to questionnaires, 74.2% use DETV. (See Table 3 , Page 17.) It should be noted that every fifth teacher in the Educational Personnel Directory, 1969-70, was sampled. This sample for secondary users consisted of individuals teaching the subjects listed in Table 4 . It should be noted that between the start of the season, September 15, and the cut-off date for return of questionnaires, November 19, only 18 programs were available at the junior high or senior high level.

TABLE 4

SECONDARY SUBJECTS TAUGHT AND PROGRAMS AVAILABLE ON DETV

Subject Taught	Number of Teachers in Sample	Programs Available	Number of Teachers for whom no DETV Program is Available
Art	24	2	-
Agriculture	4	0	4
Business Education	36	0	36
Distributive Education	2	1	-
Driver Education	13	0	13
Drama, English & Humanities	90	3	-
French	15	3	-
German	4	0	4
Health	10	1	-
Home Economics	23	1	-
Home Arts	1	0	1
Industrial Arts	29	0	29
Latin	2	0	2
Mathematics	73	0	73
Music	17	0	17
Physical Education	44	0	44
Russian	1	0	1
Science	68	2	-
Social Studies	65	3	-
Spanish	15	0	15
Speech	5	0	5
Typing	3	0	3
Selected Subjects	0	2	0
Total	544	18	247

The second column in Table 4 shows the number of programs available on DETV for each subject area. There are many subject areas in which no program is available. Thus, 247 of the total 544 secondary teachers sampled, or 49.6%, were out of necessity non users. This finding is verified by the 41.2% response of secondary non users who stated on the questionnaire there was no program available for the subject they taught.

When the responses to the questionnaires were analyzed, the secondary users represented only 17% of the grade 7-12 respondents. Actually, the percent utilization for secondary teachers is nearly 33%, since of the 330 respondents to the secondary questionnaire, only 170 taught courses for which a DETV program was available. Therefore, the 56 secondary teachers using DETV represent 33% of the potential 170 users.

Total Responses to Secondary Questionnaires	330
No Subject Available on DETV	160*
Subject Available on DETV for Course Taught	170
Indicate Do Not Use DETV 1969-70	114*
Actually Use DETV 1969-70	56
* No Subject Available or Do Not Use DETV	274

2. Elementary Level

Distribution of program series available for elementary or junior high school by subject covering the study period is as follows:

TABLE 5

ELEMENTARY LEVEL PROGRAMS AVAILABLE ON DETV

Subject Classification of DETV Programs	ELEMENTARY LEVEL Number of Programs Available
Art	3
English	5
French	3
Health	2
Mathematics	1
Music	3
Safety	3
Science	8
Social Studies	7
Total	35

It will be noted that there are almost twice as many DETV programs available to elementary teachers as there are for secondary teachers. Nonetheless, 13.1% of elementary non users stated there was no program available for their grade level.

E. Secondary User Program Utilization

Secondary users viewed 66 program series or an average of 1.2 programs per individual per week. This is less than the figure (Mdn = 1.7), which was reported in the survey conducted by the Superintendent of the DPI in the Spring of 1969, although the figure reported in that survey was the median rather than the mean. The percent viewing programs in each subject area is shown in Table 6 below:

TABLE 6

PROGRAMS VIEWED BY SECONDARY SUBJECT AREAS

Secondary DETV Programs by Subject Area	(N=66)* Percent of Programs Viewed by Subject Area
Art	3.0
Humanities	16.7
English	13.6
Foreign Language	18.2
Guidance	3.0
Home Economics	4.5
Science	3.0
Social Studies	38.0
	100.0

*56 teachers view 66 program series.

Although there are only three programs available in social studies, viewing social studies constitutes 38% of program use at the secondary level. Further, 16.7% of use was allocated to a single program Humanities, and all of the viewing in English (13.6%) was for a single program From Me To You.

Calculation of the number of minutes per week each secondary user utilizes DETV reveals an average of 112 minutes per week per individual.

F. Elementary User Program Utilization

On the other hand, elementary users (N=241) viewed 936 program series or an average of 3.9 programs per individual teacher per week. This average also is lower than the median programs viewed reported in the Superintendent's survey. (Mdn = 4.3) The percent viewing each program in each subject area is shown in the Table below:

TABLE 7

PROGRAMS VIEWED BY ELEMENTARY SUBJECT AREA

DETV Program By Area	(N=936)* Programs Viewed by Subject Area
Art	1.6
English	17.5
Foreign Language	1.0
Health Education	7.4
Mathematics	3.4
Music	13.2
Safety	17.4
Science	19.3
Social Studies	19.2
	100.0

*241 teachers view 936 program series.

It will be noted that science (8 programs available), social studies (7 programs available), English (5 programs available) and safety (3 programs available) account for almost 70% of programs available to elementary teachers on DETV, and indeed account for almost 3/4 of the viewing at the elementary level. Specific programs will be discussed in the Program Content Section, but it is here worth noting that although three programs in French and three programs in art are available, they account for only 1.0% and 1.6% of elementary use, respectively. On the basis of this finding, one might well question their continuance since they seem so little used.

Calculation of the number of minutes per week for elementary users reveals an average number of 91 minutes per week that DETV was utilized. Although the number of programs available to students in 1969-70 was reduced from 76 to 58 (4 of which are available only on request), the number of repetitions of each program has been standardized in 1969-70 to three repetitions for K-4, 5 repetitions for grades 5-8, and seven repetitions for grades 9-12. The new schedule does not seem to have affected average use.

G. Factors Relating to Utilization

1. Scheduling Problems:

All users were asked if they noticed any overall difference in scheduling of DETV this year from last year. Thirty-eight percent of all users stated that they found the scheduling for 1969-70 either slightly or much worse.

Typical scheduling comments by teacher users were as follows:

a. "Only the terrible scheduling has restricted my usage of the media."

b. "Programs should be offered more often with more of a selection as to day and time of day."

c. "The main complaint I have is the uncoordination of my class time and DETV's program timing. Since I teach three levels at three different times, it's hard to incorporate DETV when it would be convenient."

d. "This year's schedule does not allow for much flexibility. e.g. If I am scheduling a trip on a day when we normally see a TV program, there is no way to make that show up - whereas in the past we could always schedule another time."

e. "I could use ETV programs more, but the viewing times either interfere with lunch hour or special classes. This has made some viewing difficult."

f. "The time programs are shown this season is most unsatisfactory. I would have liked to use more programs but am unable to because of scheduling."

g. "This year's scheduling is so poor that most all first grade programs are at recess or lunch time. We can't see Sounds to Say, etc, and because of sharing TV, my class sees Stepping into Rhythm and Scienceland overlapping on Friday."

When users were asked if the DETV Master Schedule allowed them adequate time to prepare before the program and follow up after the program, 34% stated that the master schedule did not allow them sufficient time for preparation and follow-up. Thus, at least 1/3 of the users who responded to questions regarding scheduling stated they experienced some difficulties in this regard.

2. Previewing and Average Number of Classes in Which DETV is Used:

Users were asked if they had:

a. Previewed the programs they use this year;

b. If they were actually using the specified program in their class this year; and

c. Number of classes in which they were using a specified program.

The results derived from this data are given in Table 8 for secondary users and in Table 9 for elementary users.

Half of the secondary users state they did not preview programs they are using this year. It will be noted that approximately 1/3 of program series are being used by secondary teachers in three or more classes.

At the elementary level, 69% of respondents indicate that they did not preview programs they are using this year. Specific programs are being used on the average in from one to three classes at the elementary level, six being used in only a single class, and only about 10% being used in two or more classes.

TABLE 8

PROGRAM SERIES VIEWED BY SECONDARY RESPONDENTS

Program Series (N=14)*	Did You Preview This Program This Year?		Are You Using This Program In Your Class This Year?		Average No. Of Classes In Which Program is Being Used
	Yes	No	Yes	No	
Creative Ceramics	2	0	2	0	4
People Sell People	0	0	0	0	0
Humanities	2	8	10	0	3.2
From Me to You (I)	6	3	9	0	2.4
En France (I)	5	0	6	0	3
En France (II)	4	1	5	0	1.2
Parlons Francais (III)	0	0	1	0	1
Marriage & Family Living	1	1	0	2	1
First Aid on the Spot	0	0	0	0	0
Home Economics	1	0	1	0	1
Investigating the World Of Science	2	0	2	0	2.5
American Negro	1	5	6	0	3.1
Places in the News	2	3	6	0	3.5
Profiles in Courage	5	8	13	0	2.6
	31	29	61	2	
	(N=60)		(N=63)		(N=64)

*4 Programs were available, but not listed as used by secondary respondents.

TABLE 9

PROGRAM SERIES VIEWED BY ELEMENTARY RESPONDENTS

Program Series (N=35)	Did You Preview This Program This Year?		Are You Using This Program In Your Class This Year?		Average No. Of Classes In Which Program is Being Used
	Yes	No	Yes	No	
Meet the Arts	3	5	7	1	2.2
You and Eye	2	4	6	-	1.3
Creative Ceramics	1	-	1	-	1.0
Cover to Cover	6	17	24	-	1.4
From Me to You	4	-	4	-	2.0
Quest for the Best	13	32	45	3	1.2
Sounds to Say	22	43	66	2	1.3
Wordsmith	6	11	18	1	1.5
Parlons Francais I	2	3	5	-	1.0
Parlons Francais II	-	1	1	-	1.0
Parlons Francais III	1	1	3	-	1.0
All About You	23	44	67	2	2.7
Geometry Without Numbers	10	20	30	-	1.3
Stepping into Melody	11	35	46	1	1.4
Stepping into Rhythm	16	37	51	2	1.2
In Case of Fire	17	41	60	1	1.2
Safety is for You	3	15	18	1	1.0
Watch it, Johnny	28	55	85	1	1.2
Adventure of Science	2	5	7	-	1.2
Exploring with Science	3	12	15	1	1.3
Investigating the World of Science	-	-	-	-	-
Let's Go Sciencing	10	25	36	-	1.3
Science is Discovery	7	19	26	-	1.1
Science is Everywhere	7	15	22	1	1.4
Scienceland	17	32	53	2	1.2
Space-Age Science	6	10	16	2	1.2
Americans All	7	14	21	1	1.3
American Negro	-	1	1	-	1.0
Geography	11	24	38	-	1.2
If Maps Could Talk	5	16	21	-	1.4
Places in the News	8	22	28	2	1.4
Roundabout	17	28	46	-	1.6
Take A Closer Look	7	16	24	1	1.3
First Aid on the Spot	-	-	-	-	-
Sing, Children, Sing	6	14	18	2	1.4
	281	617	909	27	
	(N=898)		(N=936)		(N=887)

It is interesting to note that about 23% of non users state they have previewed all program series on DETV applicable to their subject area. Fifty-four percent of user-respondents stated that the preview schedule for this year was inconvenient for them.

Users were asked what they considered to be the ideal time to preview DETV lesson series. Their responses are detailed in Table 10 .

TABLE 10

IDEAL PREVIEWING TIME FOR DETV LESSON SERIES AS INDICATED BY USER RESPONDENTS

Ideal Previewing Time	Elementary Users (N=241)	Secondary Users (N=56)
	%	%
Season before series begins (September)	29.0	26.8
Month before series begins	19.9	28.6
Week before a series begins	37.8	23.2
Day before series begins	7.9	12.5
No response	5.4	8.9
Total	100.0	100.0
Number (No Responses deleted)	228	51
Chi Square	4.94	
Degrees of Freedom	3	
Probability	$.25 > p > .10$	

H. Length and Frequency of Program Series

Users were asked to indicate what they considered the ideal length of a program. As might be expected, differential responses were obtained from elementary and secondary users with secondary users tending to prefer longer programs.

TABLE 11

IDEAL PROGRAM LENGTH AS INDICATED BY USER RESPONDENTS

Ideal Program Length	(N=241) Elementary Users	(N=56) Secondary Users
	%	%
10 Minutes or less	2.9	1.8
15 Minutes	38.2	23.2
20 Minutes	52.7	28.6
30 Minutes	5.4	41.1
More than 30 Minutes	.8	1.8
No Response	.0	3.5
Total	100.0	100.0
Number (No Responses deleted)	241	54
Chi Square	51.20	
Degrees of Freedom	4	
Probability	$p < .005$	

14.3% of secondary users stated a preference for programs five times a week, while only 5.4% of elementary users preferred a five-times-a-week schedule for a program series. Two-fifths of the elementary users consider the present frequency of program viewing, i.e. once a week, ideal while slightly less than 30% of the secondary users consider this schedule ideal.

TABLE 12

IDEAL PROGRAM FREQUENCY AS INDICATED BY USER RESPONDENTS

Ideal Program Frequency	Elementary Users (N=241)	Secondary Users (N=56)
	%	%
1 time a week	41.1	28.6
2 times a week	27.4	30.4
3 times a week	17.8	16.1
4 times a week	5.0	5.3
5 times a week	5.4	14.3
No response	3.3	5.3
Total	100.0	100.0
Number (No Responses deleted)	233	53
Chi Square	6.82	
Degrees of Freedom	4	
Probability	$.25 > p > .10$	

When asked if they would use video tape recorders if they were available, approximately 75% of both secondary teachers (users and non users) and non-user elementary teachers replied affirmatively. For the elementary users category, over 50% stated they could make good use of video tape recorders. There is, then, a need perceived by teachers for more flexibility in DETV scheduling.

TABLE 13

TEACHER RESPONSES CONCERNING USE OF VIDEO TAPE RECORDERS

Question: If video tape recorders were available, making it possible to record a program and show it when you want it, would you use DETV programs more often?

	USERS		NON USERS	
	Elementary (N=241)	Secondary (N=56)	Elementary (N=84)	Secondary (N=274)
	%	%	%	%
Yes	58.5	75.0	75.0	74.1
No	35.7	19.6	15.5	13.9
No response	5.8	5.4	9.5	12.0
Total	100.0	100.0	100.0	100.0
Number (No Responses deleted)	227	53	76	241

Chi Square 34.98

Degrees of Freedom 3

Probability $p < .005$

I. Teachers' Perception of Factors Relating to DETV: The reception of DETV was considered good with the exception of elementary non users, 69% of whom replied that DETV reception was not good. This is a finding, which on the face of it is somewhat difficult to interpret. It may be that since there was no option for "don't know", many elementary non users selected "no" for their option, or it may be for other reasons which are not clear.

The same anomaly appears in the response of elementary non users, 60.7% of whom responded that TV sets were not promptly serviced while about 3/4 of each of the other groups stated that TV sets were promptly serviced.

Although about 3/5 of the non users report they have never been instructed in making adjustments on TV sets, only about 13% of non user respondents feel they need such instruction. On the other hand, 40% of users seem to have been instructed in making adjustments on TV sets. 10.4% of elementary users feel they need instruction in how to operate TV sets more effectively, and 19.6% of secondary users feel they need such instruction.

Most users state they have an operable TV available for use when they want it, all or most of the time. Conversely, about 24% of non users stated that an operable set was not available for their use and 19% stated they had, at some time, made a specific request for an operable set.

About 30% of non users reported an insufficient number of television sets in their building. Of the sets available, the large majority were installed and operable. However, about 18% reported they had classes or subjects scheduled in rooms in which no DETV hookup was available.

Only 7% of non users replied they consider DETV an interference and waste of time, but 15.3% of elementary non users and 25.0% of secondary non users responded that they can "teach their pupils better for everything offered in their subject area." (There may be some confounding here, especially at the secondary level where there are no DETV offerings in many subject areas.)

J. Informational Notices Regarding DETV

About 1/2 of the non users responded that the timing and frequency of DETV informational notices were appropriate while 66% of secondary users and 75% of elementary users so responded.

It will be noted that there was a wide variation in the "No Response" category across the four groups (from 4.6 to 32.2%).

TABLE 14

TEACHER RESPONSES REGARDING DETV INFORMATIONAL NOTICES

Question: Do you think the timing and frequency of DETV program informational notices (reminders of new or special programs, FOCUS, etc.) are appropriate?

	USERS		NON USERS	
	Elementary (N=241)	Secondary (N=56)	Elementary (N=84)	Secondary (N=274)
	%	%	%	%
Yes	75.1	66.1	51.1	49.6
No	20.3	23.2	16.7	25.2
No response	4.6	10.7	32.2	25.2
Total	100.0	100.0	100.0	100.0
Number (No Responses deleted)	230	50	57	205
Chi Square	8.66			
Degrees of Freedom	3			
Probability	$.05 > p > .025$			

K. Teacher's Manuals and Handbooks

Only about 5% of users and principals state they have not received copies of the 1969-70 DETV Teacher's Handbook (Program Schedule in Newspaper Format), but 24.8% of secondary non users and 32.1% of elementary non users state that they have not received this handbook.

TABLE 15

TEACHER RESPONSES REGARDING RECEIPT OF DETV TEACHER'S HANDBOOK

Question: Have you received a copy of the 1969-70 DETV Teacher's Handbook (Program Schedule in Newspaper Format)?

	USERS		NON USERS		
	Elementary (N=241)	Secondary (N=56)	Elementary (N=84)	Secondary (N=274)	Principals (N=167)
	%	%	%	%	%
Yes	96.3	92.8	67.9	66.1	89.2
No	2.9	5.4	32.1	24.8	7.8
No response	.8	1.8	0.0	9.1	3.0
Total	100.0	100.0	100.0	100.0	100.0
Number (No Responses deleted)	239	55	84	249	162

Chi Square 5.38

Degrees of Freedom 4

Probability $.50 > p > .25$

Further, 1/4 of all groups did not consider this Handbook an adequate guide. 27% of all groups state they did not receive the Handbook in sufficient time to schedule all the programs they wished pupils to view.

Five percent of all teacher respondents state that they have requested, but have never received DETV Teacher's Manuals for specific programs. Of the users 5% consider them inadequate instructional guides.

L. Factors Relating to Grade Level and Pacing

27.8% of elementary users and 32.1% of secondary users state that indication of the grade level for which a television lesson is intended inhibits use at other grade levels, but only 10.4% of elementary users and 12.5% of secondary users feel that the grade level should not be indicated.

85.9% of elementary users and 80.4% of secondary users feel that grade levels indicated on current series are suitable for Delaware students. About 85% of user respondents feel DETV should be aimed at students with average ability. However, 9.5% of elementary users and 25.0% of secondary users feel that DETV series generally aim at above average students. Indeed 16.1% of secondary users responded they felt the pacing was too fast as contrasted to 6.6% of elementary users who felt this way.

About 90% of teacher users, principals and administrators perceive themselves as either having the freedom to determine whether they use DETV or giving teachers the freedom to determine whether they use DETV. Although certain principals and administrators state that viewing of certain program series is mandatory (See Comments, Page 136), it would seem that this is the exception rather than the rule.

III. PROGRAM CONTENT

Teachers utilizing Delaware Educational Television were asked to specify and to rate the actual programs they viewed this year. The Evaluation Committee listed several programs that were not available for viewing during the study period.

At the elementary level 11% of the ratings were for programs that were not shown on DETV this year. Twenty-two percent of the ratings for the secondary group were for programs that were not available in 1969-70.

It would seem that the elementary users were, at least in this instance, more aware of what actually was being shown on Delaware Educational Television during the study period.

A. Rating of Programs Available at Elementary Level

Table 16 indicates the total number of respondents rating elementary program series and the corresponding rating for each program. 91.8% of the programs were rated good or excellent. Ten of the 35 programs available for elementary use were rated excellent by at least 60% of the respondents. These programs were:

Program Series	Number of Excellent Ratings	Percent of Ratings Excellent
American Negro	1	100.0
Meet the Arts	6	75.0
Cover to Cover	18	75.0
Sing, Children, Sing	15	75.0
Wordsmith	14	73.6
Quest for the Best	31	63.3
All About You	42	60.9
Scienceland	33	60.0
In Case of Fire	36	60.0
Places in the News	10	60.0

TABLE 16

1969-70 DETV PROGRAMS & RATINGS
ELEMENTARY (K-6) USER RESPONDENTS

Programs (N=35)	RATINGS								
September 15 -	Excellent		Good		Fair		Poor		Total
November 19	No.	%	No.	%	No.	%	No.	%	Ratings
Elementary Level Only									
Let's Go Sciencing	16	44.4	19	52.8	1	2.6	-	-	36
Roundabout	20	44.4	17	37.8	8	17.8	-	-	45
You & Eye	2	33.3	3	50.0	1	16.7	-	-	6
Sounds To Say	22	32.4	39	57.4	7	10.2	-	-	68
Quest For The Best	31	63.3	15	30.6	3	6.1	-	-	49
Cover to Cover	18	75.0	6	25.0	-	-	-	-	24
Parlons Francais I	-	-	1	20.0	2	40.0	2	40.0	5
Parlons Francais II	-	-	-	-	-	-	1	100.0	1
All About You	42	60.9	25	36.2	2	2.9	-	-	69
Geometry Without Numbers	12	37.5	17	53.1	3	9.4	-	-	32
Sing, Children, Sing	15	75.0	5	25.0	-	-	-	-	20
Stepping Into Rhythm	29	52.7	22	40.0	3	5.5	1	1.8	55
Stepping Into Melody	25	52.0	21	43.8	2	4.2	-	-	48
Watch It Johnny	33	39.3	43	51.2	8	9.5	-	-	84
Safety Is For You	6	31.6	11	57.9	2	10.5	-	-	19
Scienceland	33	60.0	19	34.5	3	5.5	-	-	55
Science Is Everywhere	10	43.5	9	39.1	3	13.0	1	4.4	23
Science Is Discovery	12	46.1	14	53.9	-	-	-	-	26
Exploring With Science	6	37.5	10	62.5	-	-	-	-	16
The Adventure of Science	4	57.1	3	42.9	-	-	-	-	7
Take a Closer Look	8	32.0	11	44.0	6	24.0	-	-	25
If Maps Could Talk	7	46.7	6	40.0	2	13.3	-	-	15
Geography	18	45.0	20	50.0	2	5.0	-	-	40
Americans All	8	33.3	13	54.2	3	12.5	-	-	24
Elementary & Secondary Level Programs									
Meet the Arts	6	75.0	1	12.5	1	12.5	-	-	8
Creative Ceramics	-	-	1	100.0	-	-	-	-	1
The Wordsmith	14	73.6	3	15.8	1	5.3	1	5.3	19
From Me To You	2	50.0	2	50.0	-	-	-	-	4
Parlons Francais III	-	-	2	66.7	-	-	1	33.3	3
First Aid On The Spot				(Not a Series)					
In Case of Fire	36	60.0	23	38.3	1	1.7	-	-	60
Space Age Science	7	38.9	7	38.9	3	16.7	1	5.5	18
Investigating The World of Science	-	-	-	-	-	-	-	-	--
Places in the News	18	60.0	10	33.4	1	3.3	1	3.3	30
American Negro	1	100.0	-	-	-	-	-	-	1
Total	461	49.3	398	42.5	68	7.3	9	.9	936

The following elementary programs received ratings of fair or poor by 15% of the respondents rating that specific program:

Program Series	Number of Fair or Poor Ratings	Percent of Rating Fair or Poor
Parlons Francais II	1	100.0
Parlons Francais I	4	80.0
Parlons Francais III	1	33.3
Take A Closer Look	6	24.0
Space Age Science	4	22.2
Roundabout	8	17.8

Upon review of the programs utilized in the elementary level category (K-6) it would seem that Parlons Francais I and II, You and Eye, and The Adventure of Science, might be deleted from Delaware Educational Television scheduling since only a very small number of respondents utilize these programs.

B. Rating of Programs Available at Secondary Level

Secondary users were asked to specify the actual programs they are viewing this year. Table 17 shows the total number of teachers viewing each program and the rating assigned by secondary respondents to these programs. Of the 66 programs rated, nearly 90% of the programs were considered good or excellent.

At the secondary level, only three programs (all in social studies) received ratings as low as fair: American Negro, Places in the News, and Profiles in Courage. Thus, secondary users seem to be satisfied with the quality of the programs being offered.

At the secondary level, two programs were rated excellent by 100% of the users. It will be noted, however, that these programs were viewed by only one or two teachers. Humanities was rated excellent by 10 users (90.9%). Only 1 (16.7%) of 6 users rated American Negro excellent.

TABLE 17

1969-70 DETV PROGRAMS & RATINGS
SECONDARY (7-12) USER RESPONDENTS

Programs (N=18) September 15 - November 19	RATINGS Excellent		Good		Fair		Poor		Total Ratings
	No.	%	No.	%	No.	%	No.	%	
Secondary Level Only									
Humanities	10	90.9	1	9.1	-	-	-	-	11
En France I	3	50.0	3	50.0	-	-	-	-	6
En France II	2	40.0	3	60.0	-	-	-	-	5
Marriage & Family	2	100.0	-	-	-	-	-	-	2
Sophisticated Consumer	1	33.0	2	66.0	-	-	-	-	3
Profiles in Courage	8	61.5	2	15.4	3	23.1	-	-	13
People Sell People	-	-	-	-	-	-	-	-	-
Secondary & Elementary Level Programs									
Meet the Arts	(Started November 10th)								
Creative Ceramics	1	50.0	1	50.0	-	-	-	-	2
The Wordsmith	-	-	-	-	-	-	-	-	-
From Me To You	4	44.4	5	55.6	-	-	-	-	9
Parlons Francais III	1	100.0	-	-	-	-	-	-	1
First Aid on The Spot	(Not a Series - One Showing Only)								
In Case of Fire	(Not a Series - One Showing Only)								
Space Age Science	-	-	-	-	-	-	-	-	-
Investigating The World of Science	1	50.0	1	50.0	-	-	-	-	2
Places in the News	3	50.0	2	33.3	1	16.7	-	-	6
American Negro	1	16.7	2	33.3	3	50.0	-	-	6
Total	37	56.1	22	33.3	7	10.6			66

At the secondary level only Humanities and Profiles in Courage seem to have enough teacher participation to warrant their continued viewing. The remaining program series do not seem to have wide appeal for secondary teachers.

Of the programs that spanned elementary and secondary levels, Creative Ceramics was rated only 3 times, Parlons Francais IV only 4 times, and Investigating The World of Science only twice. It would seem that these program series might well be deleted from Delaware ETV since they seem so little used.

C. Factors Relating to Program Content

Further, questions regarding program content were asked of both users and non users, although the questions asked of these two groups were necessarily somewhat different.

1. User Responses. Users were asked:

a. Was programming satisfactory last year? 69.6% of secondary users and 76.3% of elementary users responded "yes" to this question, but while 17.9% of secondary respondents considered them unsatisfactory, only 7.1% of elementary users so considered last year's programs.

b. Were the number of demonstrations, experiments, etc., on DETV programs this year satisfactory? Chi square ($.025 > p > .010$) indicated that a significantly larger proportion of elementary users considered the number of demonstrations "just right" than did secondary users, and that a larger proportion of secondary users felt there were too few demonstrations, experiments, etc. for their purposes.

c. Do particular programs fit into their curriculum objectives? Chi square calculated lumping the categories (1) "most of the time" and "some of the time" and (2) "seldom" and "never" revealed no significant difference in response between these two groups. A larger proportion of secondary users (55.4%) had trouble fitting DETV programs into their curriculum than did elementary users (46.9%), but the difference when chi square was calculated separately on "most of the time" and "some of the time" was nonsignificant.

d. Is the grade level for which the television lesson was designed suitable for Delaware students? 80.4% of secondary users and 85.9% of elementary users considered the designation of the televised lessons suitable.

e. Do televised lessons provide learning opportunities that otherwise would be unavailable to their students? A greater proportion of elementary users (75.5%) felt television did provide such learning opportunities than did secondary users (66.1%). However, computation of chi square indicated a nonsignificant difference between the two groups.

f. Do televised lessons fill a gap at a subject or grade level? Both elementary and and secondary users responded affirmatively to this question about 2/3 of the time and negatively about 1/4 of the time. The remaining proportion was due to no response to this question.

g. To what extent do you use relevant DETV presentations in subject areas other than the one you teach. Of secondary users, 69.6% responded they employed DETV presentations outside their subject area (often 8.9% or occasionally 60.7%). This finding parallels the strong tendency of users to view DETV primarily for enrichment or supplemental instruction. (See section concerning objectives.)

In general, the majority of users, both elementary and secondary replied affirmatively to questions regarding program content, the only exception being a feeling among secondary users that televised lessons do not provide enough demonstrations, experiments, etc.

2. Non User Responses

Regarding program content, non users were asked:

a. One of the reasons for your non use of DETV was because:

(1) The time the subject was taught and the time the subject was televised were in conflict. This question was asked only of secondary non users since the literature seems to indicate that this is a major problem at the secondary level. Since most elementary schools have self-contained classes, it is presumed to be easier for them to fit a particular subject taught to a televised lesson than it is for secondary users whose students pass from class to class. Almost half (48.9%) of secondary non user respondents considered this a problem.

(2) Although the telecast is appropriate, lesson series are poorly presented. In general, this did not seem to be a reason for non use for either elementary or secondary non users, only 9.5% of elementary non users and 8.4% of secondary users indicating they felt lesson series were poorly presented.

(3) There is nothing on DETV related to the course of instruction or grade level that a respondent teaches. Only 13.1% of elementary users found this to be a problem, but 41.2% of secondary users found this to be a problem. (See discussion of differential returns on questionnaires under the Utilization Section.)

(4) Subject areas covered on DETV are not available appropriate to the grade level you teach. Again 43.0% of secondary non users considered this a problem as opposed to only 17.8% of elementary non users.

(5) Although an appropriate telecast is available, it is given the wrong time of year and does not coincide with the time that respondent teaches that subject content. 32.1% of elementary non users found this to be a difficulty as opposed to 20.8% of secondary users. This differential response may be a function, for secondary non users, of there being no program at all available in their subject matter area. (See discussion of differential returns or questionnaires under the Utilization Section.)

Secondary non users experience difficulty in not finding appropriate or available programs on DETV for the subject they teach. (See comments in Utilization Section.) Both elementary and secondary non users express "the wrong sequence" as one of the reasons contributing to their non use of DETV.

IV. PERSONAL CHARACTERISTICS

Interaction of Personal Characteristics with Variables Concerning Utilization: Data concerning personal characteristics for the six groups of respondents (elementary users, elementary non users, secondary users, secondary non-users, principals and administrators) may be found in Appendices V, VI, VII, and VIII.

In an attempt to determine whether personal characteristics interacted with variables concerning utilization, a number of cross-tabulations were calculated. Personal characteristics of users, non users, elementary teachers, secondary teachers, principals and administrators were cross tabulated with a substantial number of DETV factors. Although several of the Chi Squares calculated on these cross-tabulations were significant, they did not differentiate among teachers on variables that would clearly provide a profile of each group relating personal characteristics to utilization. For example, no significant differences were found between the number of program series a teacher used this season and sex, age, degree held, years of teaching experience, or whether they had attended a course in or work shop concerning television. Nor did the average number of minutes a week DETV was viewed differentiate groups by personal characteristics.

At the elementary level, a significant Chi Square was revealed between the grade level the teacher user taught and the number of program series used. The lower the grade level the teacher taught the more program series he or she tended to use television ($p < .005$).

At the secondary level, the number of series a teacher user viewed this season was correlated with his or her attendance at a workshop in TV or educational media. However, it should be noted that attendance at a workshop was positively correlated with viewing fewer series per week. ($.05 > p > .025$)

Age was correlated significantly with whether a secondary non user had had a course in TV, the younger non users tending to have had such a course ($p < .005$). Years of experience was also correlated with attendance at a TV course. The non-user teacher enrolling in TV courses tended to have had fewer years of experience.

On the other hand, age was negatively correlated with attendance at a TV workshop for elementary non-user teachers. That is younger teachers tended not to have attended such a workshop ($p < .005$).

A. Sex

Inspection of the frequency of responses by sex at the secondary level indicates there is a differential use of DETV at the secondary level by sex. Fifty-five percent of secondary teachers in the State of Delaware are male. The percent response at the secondary level to the questionnaires by sex was 57.5% male and 42.5% female. Calculation of Chi Square indicates no significant difference between the percent of males in the secondary school population of teachers and the percent of males responding to the secondary questionnaire.

TABLE 18

RESPONDENTS COMPARED TO STATE TOTALS BY SEX

	State Wide (N=5148)*	Respondents to Questionnaire (N=654)	Respondents Who Use DETV (N=297)	Respondents Who Do Not Use DETV (N=357)
Male	55%	57.5%	39.3%	61.3%
Female	45%	42.5%	60.7%	38.7%

*From Report: Educational Personnel Delaware Public Schools, 1968-1969.

In Table 18 , it will be noted that at the secondary level 39.3% of the DETV users are male while 61.3% of non users are male.

TABLE 19

COMPARISON BY SEX BETWEEN SECONDARY USERS AND NON USERS

	Secondary Users (N=56)	Secondary Non Users (N=274)
	%	%
Male	39.3	61.3
Female	60.7	38.7
Total	100.0	100.0
Number	56	274
Chi Square	8.79	
Degrees of Freedom	1	
Probability	$p < .005$	

At the elementary level, no significant difference was revealed between the respondents when compared by sex.

B. Age

Calculation of Chi Square reveals no significant difference in overall teacher-respondents age and the age of teachers in the population either at the elementary or secondary level.

At the elementary level there was a significant difference in response by age level between users and non users. A higher proportion of young teachers are DETV users than non DETV users. On the other hand, in the 40-49 year age group there is a greater proportion of non users than users.

TABLE 20

COMPARISON BY AGE BETWEEN

ELEMENTARY USERS AND NON USERS

	TEACHERS	
Age	Elementary Users (N=241)	Elementary Non Users (N=84)
	%	%
20-29	43.6	35.7
30-39	19.1	14.3
40-49	16.6	32.1
50-59	12.0	13.1
60-69	8.7	4.8
TOTAL	100.0	100.0

Number	241	84
Chi Square	11.57	
Degrees of Freedom	4	
Probability	$.025 > p > .01$	

At the secondary level there was no significant difference in response by age between users and non users.

TABLE 21

COMPARISON BY AGE BETWEEN

SECONDARY USERS AND NON USERS

	TEACHERS	
Age	Secondary Users (N=56)	Secondary Non Users (N=274)
	%	%
20-29	28.6	36.1
30-39	30.3	25.2
40-49	25.0	24.5
50-59	12.5	10.9
60-69	3.6	3.3
TOTAL	100.0	100.0
Number	56	274

Chi Square 2.09

Degrees of Freedom 4

Probability $.75 > p > .50$

C. Highest Degree Earned

Calculation of Chi Square reveals no significant difference in highest degree earned by teacher respondents and the highest degree earned by teachers in the population either at the elementary or secondary level.

At the elementary level there is no significant difference in type of degree earned between users and non users.

TABLE 22

COMPARISON BY DEGREE EARNED

BETWEEN ELEMENTARY USERS AND NON USERS

	TEACHERS		
Degree Earned	Elementary Users (N=241)		Elementary Non Users (N=84)
	%		%
Less than BA	3.3		3.6
BA	82.2		73.8
MA	14.5		22.6
Doctorate	0.0		0.0
TOTAL	100.0		100.0
Number	241		84
Chi Square		4.34	
Degrees of Freedom		2	
Probability		$.25 > p > .10$	

Nor was there a significant difference in type of degree earned between secondary users and non users.

TABLE 22A
COMPARISON BY DEGREE EARNED BETWEEN
SECONDARY USERS AND NON USERS

	TEACHERS	
Degree Earned	Secondary Users (N=56)	Secondary Non Users (N=274)
	%	%
Less than BA	3.6	3.6
BA	73.2	58.4
MA	21.4	36.9
Doctorate	1.8	.7
No Response	.0	.4
Total	100.0	100.0
Number (No Response deleted)	56	273
Chi Square	4.64	
Degrees of Freedom	3	
Probability	$.25 > p > .10$	

D. Years of Professional Experience

Calculation of chi square reveals no significant difference between secondary teachers in the sample and secondary teachers in the population regarding years of professional experience. At the elementary level, however chi square reveals a significant difference ($.01 > p. > .005$) between years of experience of elementary teachers in the sample and in the population. There were more responses from elementary teachers in the sample with few years of experience and fewer elementary teachers in the sample with more than 10 years of experience than could be expected by chance. Thus, elementary teachers responded to the questionnaire in disproportion to the population, those teachers with less experience responding disproportionately high and those with more experience responding disproportionately low.

At the elementary level, there is no significant difference between users and non users.

TABLE 23

COMPARISON BY YEARS OF EXPERIENCE BETWEEN ELEMENTARY USERS AND NON USERS

	TEACHERS	
Years of Experience	Elementary Users (N=241)	Elementary Non Users (N=84)
	%	%
Less than 1 year	7.9	6.0
1 - 5 years	36.5	32.1
6 - 10 years	18.3	16.7
Over 10 years	36.9	45.2
No Response	.4	0.0
	100.0	100.0
Number (No Responses deleted)	240	84
Chi Square	2.87	
Degrees of Freedom	3	
Probability	$.50 > p > .25$	

There was no significant difference in responses between secondary users and non users at the secondary level as regards years of professional experience.

TABLE 24

COMPARISON BY YEARS OF EXPERIENCE
BETWEEN SECONDARY USERS AND NON USERS

Years of Experience	TEACHERS Secondary Users (N=56)	 Secondary Non Users (N=274)
	%	%
Less than 1 year	1.8	8.4
1 - 5 years	32.1	31.4
6 - 10 years	17.9	21.2
Over 10 years	48.2	38.6
No Response	0.0	.4
Total	100.0	100.0
Number (No Responses deleted)	56	273
Chi Square	2.96	
Degrees of Freedom	3	
Probability	$.50 > p > .25$	

E. Enrollment in TV Course

Chi Square was calculated grouping elementary and secondary non users and elementary and secondary users and by combining those teachers who had had all or part of a formal course in TV in an attempt to determine whether enrollment in such a course led to the use of DETV. No significant difference was noted.

TABLE 25

COMPARISON BY ENROLLMENT IN TV COURSE
BETWEEN USERS AND NON USERS

	TEACHERS			
	Users		Nonusers	
	Elementary (N=241)	Secondary (N=56)	Elementary (N=84)	Secondary (N=274)
	%	%	%	%
An entire course in TV	4.6	8.9	4.6	5.8
Part of a more comprehensive course in TV	24.1	21.4	17.8	23.7
No formal training in instructional media	69.7	67.9	75.2	70.1
No Response	1.6	1.8	2.4	.4
Total	100.0	100.0	100.0	100.0

Number (No Responses deleted)	292	357
Chi Square	.272	
Degrees of Freedom	1	
Probability	.75 > p > .50	

F. Attendance at ETV Workshop

Chi Square was calculated grouping elementary and secondary users and grouping elementary and secondary non users in an attempt to determine whether attendance at a workshop led to differential utilization of DETV.

Chi Square was significant at beyond the .005 level with more users having attended a workshop than would be expected by chance. Either users are interested enough in television to attend a workshop or attending a workshop leads to their use of DETV.

TABLE 26

COMPARISON BY ATTENDANCE AT AN ETV WORKSHOP

BETWEEN USERS AND NON USERS

Attendance At A Workshop	TEACHERS Users Elementary (N=241)	TEACHERS Users Secondary (N=56)	TEACHERS Nonusers Elementary (N=84)	TEACHERS Nonusers Secondary (N=274)
	%	%	%	%
Yes	13.3	14.3	8.3	5.8
No	85.0	82.1	88.1	93.1
No Response	1.7	3.6	3.6	1.1
TOTAL	100.0	100.0	100.0	100.0

Number (No Responses deleted)	291	352
Chi Square	10.48	
Degrees of Freedom	1	
Probability	$p < .005$	

G. Designation of Institution at Which ETV Course or Workshop Was Taken

Of those who had either a formal course or a workshop in TV, the designation of the institution at which the course or workshop was taken was requested. This information is detailed below:

TABLE 27

DESIGNATION OF INSTITUTION AT WHICH
ETV COURSE OR WORKSHOP WAS TAKEN

Institution	TEACHERS			
	Elementary		Secondary	
	Users (N=69)	Non Users (N=19)	Users (N=20)	Non Users (N=74)
	%	%	%	%
University of Delaware	20.2	15.2	30.0	16.2
Delaware State College	5.5	21.1	15.0	5.3
Other Institutions (Including Public Schools)	65.8	63.7	45.0	69.2
A Combination of the Above	8.5	0.0	10.0	9.3
Total	100.0	100.0	100.0	100.0

V. COMMITMENT TO ETV

A number of questions were asked in an attempt to determine the extent of commitment of the various respondents. Commitment to DETV regarding utilization by county, district and in terms of actual programs viewed can be found in the Utilization Section.

A. Effect of Elimination of DETV

DETV users were asked how the elimination of DETV would affect their classroom instructional program. It is of interest to note that 27% of secondary users and 29% of elementary users state that they would be "little" affected by the elimination of DETV. It would seem that even the users are not committed to DETV as an integral part of their instructional program.

TABLE 28

USER RESPONSES TO
ELIMINATION OF DETV

Question: How would the elimination of DETV effect your classroom instructional program?

	Elementary Users (N=241)	Secondary Users (N=56)
	%	%
Serious	21	14
Moderate	47	52
Little	29	27
Other	0	0
No Response	3	7
Total	100	100

It can be seen from the following that 81.5% of teachers who were in the sampling frame are less than committed to DETV as an instructional device. Apparently, only 18.5% of all the teachers sampled are even moderately concerned by the prospect of the elimination of DETV.

Total Number of Teachers in Study		1144
Individuals Who Did Not Respond to Questionnaire	489	
Respondents Who are Non Users	358	
Users to Whom Elimination of DETV Would Matter Little	86	
	933	(81.5%)

B. Commitment to Expansion of DETV

Concerning the question: If additional state financial aid were available this year, which of the following do you believe would be more useful in your efforts to become a more effective teacher (1) Increase programming for DETV or (2) Additional instructional supplies other than DETV, the following responses were recorded:

TABLE 29

RESPONDENTS OPINIONS REGARDING USE OF ADDITIONAL STATE AID IF AVAILABLE

	Elementary		Secondary			
	Users (N=241)	Non Users (N=84)	Users (N=56)	Non Users (N=274)	Principals (N=167)	Administrators (N=84)
	%	%	%	%	%	%
Increased Programming for DETV	35.3	21.4	50.0	23.0	40.7	27.4
Additional Instructional Supplies Other than DETV	52.7	65.5	44.6	59.5	44.9	47.6
No Response	12.0	13.1	5.4	17.5	14.4	25.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number (No Responses deleted)	212	73	53	226	143	63

Chi Square 25.96

Degrees of Freedom 5

Probability $p < .005$

This question was an attempt to elicit from respondents their attitude toward expansion of DETV programs. 50% of secondary users state they would use additional funds for increased DETV programming. Since it is at the secondary level that many subject areas are not covered on DETV, this is a noteworthy finding. 40.7% of principals and 35.3% of the elementary users favored use of additional funds for DETV programming. It should also be noted that an average of 22% of non users, both elementary and secondary, stated they felt such funds could be effectively used for DETV. On the other hand, only 27.4% of respondents in the administrators' category (Superintendents, Assistant Superintendents, Directors, and Supervisors) favored using additional funds for increased programming, while almost an equal proportion of administrators refrained from answering this question.

The minor role that DETV seems to play in instruction of pupils is also evidenced by the responses of teachers who state they would use additional funds for instructional supplies rather than DETV. 65.5% of elementary non users, and 59.5% of secondary non users would use additional funds for instructional supplies other than DETV. And, indeed, at least 45% of all groups would use additional funds for instructional supplies other than DETV.

C. Commitment of Selected Groups Having Responsibility

1. Principals

Principals were asked whether they advocated the use of DETV to which 163 (97.6%) responded affirmatively.

Two questions were asked of classroom teachers regarding their view of their principal's commitment to DETV.

(a) Has your principal advocated the use of DETV? It has been stated in the literature that the extent to which a building principal advocates the use of ETV determines in great measure the actual utilization of ETV by his teachers. Chi Square, calculated by grouping all users (elementary and secondary) and all non users,demonstrates that a significantly larger number of teachers use ETV when they state that their principal has advocated its use than would be expected by chance ($p < .005$).

Although 97.6% of principal-respondents replied that they advocated the use of DETV, it seems clear that teachers do not necessarily perceive them as doing so.

It would seem evident from the foregoing that if teachers feel their principal or assistant principal advocates the use of DETV, there is a strong tendency for them to use DETV in connection with their classroom instruction. Conversely, those teachers who feel their principal does not advocate the use of DETV tend not to use DETV.

(b) The second question asked of teachers regarding principal's commitment was "What do you believe the attitude of your principal is toward the use of DETV?" Teachers viewed principals' attitude toward the use of DETV in a manner similar to their view toward principals' advocacy of DETV. No teacher who used DETV, whether elementary or secondary, felt his principals' attitude toward its use was unfavorable, and both groups of users felt that the principals' attitude was favorable to a larger extent than did the comparable non-user group. Percent responses and Chi Square are detailed in Table 30.

TABLE 30

PRINCIPAL'S ATTITUDE TOWARD DETV AS PERCEIVED BY TEACHER RESPONDENTS

	TEACHERS			
	USERS		NON USERS	
	Elementary (N=241)	Secondary (N=56)	Elementary (N=84)	Secondary (N=274)
	%	%	%	%
Favorable	92.1	78.6	72.6	49.3
Neutral	7.1	12.5	20.2	30.7
Unfavorable	0.0	0.0	2.4	1.8
No Response	.8	8.9	4.8	18.2
Total	100.0	100.0	100.0	100.0
Number (No Responses deleted)	239	80	51	224

Chi Square 79.58

Degrees of Freedom 6

Probability $p < .005$

2. State DPI Subject Matter Supervisors

An attempt was also made to elicit from teacher-respondents their opinion of their State DPI Subject Matter Supervisors toward DETV (Tables 31 and 32). Because of an omission in the secondary non user section, answers regarding DPI subject matter supervisors advocacy of DETV could not be used. A greater proportion of secondary users (about 3/5's) felt that DPI subject matter supervisors both advocated the use of DETV and evinced a favorable attitude toward it. About 1/2 of both elementary users and non users felt the DPI subject matter supervisor's attitudes were favorable toward DETV, but only 40% of the elementary users felt he actively advocated the use of DETV. Further 1/2 of the secondary non users felt that their DPI subject matter supervisor did not actively advocate the use of DETV. It will be noted that there was a high no-response rate by all groups to these questions. Either respondents did not care to commit themselves regarding these questions, or perhaps felt they had no basis on which to judge the attitude of their DPI Supervisor or his advocacy of the use of DETV.

TABLE 31

ATTITUDE OF STATE DPI SUBJECT MATTER SUPERVISOR TOWARD DETV AS PERCEIVED BY TEACHER RESPONDENTS

	TEACHERS		
	Elementary Users (N=241)	Elementary Non Users (N=84)	Secondary Users (N=56)
	%	%	%
Favorable	51.9	52.4	62.5
Neutral	25.3	23.8	12.5
Unfavorable	4.1	2.4	1.8
No Response	18.7	21.4	23.2
Total	100.0	100.0	100.0
Number (No Responses deleted)	196	66	43

Chi Square 5.25

Degrees of Freedom 4

Probability $.50 > p > .25$

TABLE 32

STATE DPI SUBJECT MATTER SUPERVISOR'S ADVOCACY OF DETV UTILIZATION AS INDICATED BY TEACHER RESPONDENTS

	USERS		NON USERS	
	Elementary (N=241)	Secondary (N=56)	Elementary (N=84)	Secondary (N=274)
	%	%	%	%
Yes	40.2	60.7	52.4	34.7
No	39.5	21.4	34.5	48.5
No Response	20.3	17.9	13.1	16.8
Total	100.0	100.0	100.0	100.0

Number	192	73	46	228
(No responses deleted)				
Chi Square		19.54		
Degrees of Freedom		3		
Probability		$p < .005$		

From 5.0% (elementary users) to 25.2% (secondary non users) of respondents have been consulted by their DPI subject matter supervisor concerning the use of DETV. Although both secondary users and elementary non users have been consulted concerning the use of DETV, the elementary non users have been consulted by DPI supervisors four times as frequently as elementary users.

TABLE 33

CONSULTATION OF TEACHERS BY DPI SUBJECT MATTER SUPERVISORS

	USERS		NON USERS	
	Elementary (N=241)	Secondary (N=56)	Elementary (N=84)	Secondary (N=274)
	%	%	%	%
Yes	5.0	21.4	21.4	25.2
No	74.3	50.0	50.0	51.4
No Response	20.7	28.6	28.6	23.4
Total	100.0	100.0	100.0	100.0
Number (No Responses deleted)	191	60	40	210

Chi Square	44.5
Degrees of Freedom	3
Probability	$p < .005$

3. District Superintendents

With respect to teachers' opinions on the same questions concerning the District Superintendent, all groups of teachers felt that the District Superintendent was less active in advocating the use of DETV than his favorable attitude would seem to indicate. Figures are presented below.

TABLE 34

DISTRICT SUPERINTENDENT'S ATTITUDE TOWARD DETV
AS PERCEIVED BY TEACHER RESPONDENTS

	USERS		NON USERS	
	Elementary (N=241)	Secondary (N=56)	Elementary (N=84)	Secondary (N=274)
	%	%	%	%
Favorable	72.6	66.0	62.0	46.0
Neutral	12.9	12.5	20.2	27.0
Unfavorable	0.0	3.6	0.0	.4
No Response	14.5	17.9	17.8	26.6
Total	100.0	100.0	100.0	100.0
Number (No Responses deleted)	206	69	46	201

Chi Square	30.77
Degrees of Freedom	6
Probability	$p < .005$

TABLE 35

DISTRICT SUPERINTENDENT'S ADVOCACY OF DETV UTILIZATION AS PERCEIVED BY TEACHER RESPONDENTS

	USERS		NON USERS	
	Elementary (N=241)	Secondary (N=56)	Elementary (N=84)	Secondary (N=274)
	%	%	%	%
Yes	30.7	42.9	32.1	27.0
No	53.1	44.6	47.7	49.6
No Response	16.2	12.5	20.2	23.4
Total	100.0	100.0	100.0	100.0
Number (No Responses deleted)	202	67	49	210

Chi Square 3.99

Degrees of Freedom 3

Probability $.50 > p > .25$

4. District Subject Matter Supervisors

Regarding teachers' opinions concerning the District Subject Matter Supervisor's attitude and advocacy of the use of DETV, again a higher percentage of all groups of teachers believed his attitude was favorable toward DETV than that the District Subject Matter Supervisor had taken an active part in advocating DETV's use. It must be pointed out that more than 10 of the 26 school districts do not have subject matter supervisors, and this may account for the large proportion of non-responses across groups for both questions.

TABLE 36

DISTRICT SUBJECT MATTER SUPERVISOR'S ATTITUDE TOWARD DETV
AS PERCEIVED BY TEACHER RESPONDENTS

	USERS		NON USERS	
	Elementary (N=241)	Secondary (N=56)	Elementary (N=84)	Secondary (N=274)
	%	%	%	%
Favorable	63.9	46.4	52.4	37.2
Neutral	14.1	14.3	23.8	28.5
Unfavorable	.4	5.4	2.4	1.8
No Response	21.6	33.9	21.4	32.5
Total	100.0	100.0	100.0	100.0
Number (No Responses deleted)	189	66	37	185

Chi Square	36.23
Degrees of Freedom	6
Probability	$p < .005$

TABLE 37

DISTRICT SUBJECT MATTER SUPERVISOR'S ADVOCACY OF UTILIZATION OF DETV AS PERCEIVED BY TEACHERS

	USERS		NON USERS	
	Elementary (N=241)	Secondary (N=56)	Elementary (N=84)	Secondary (N=274)
	%	%	%	%
Yes	33.2	37.5	31.0	32.8
No	42.7	30.4	51.2	46.4
No Response	24.1	32.1	17.8	20.8
Total	100.0	100.0	100.0	100.0
Number (No Responses deleted)	183	69	38	217

Chi Square 3.87

Degrees of Freedom 3

Probability $.50 > p > .25$

From 11.2% (elementary users) to 21.3% (secondary non users) of respondents have been consulted by their district subject matter supervisor concerning the use of DETV.

D. Supportive Services

Regarding scheduling, 48.5% of the principal-respondents replied they had been contacted by the DETV staff and 16.8% replied they had been contacted by DPI supervisory staff for suggestions regarding scheduling of DETV.

Although 24.5% of the principals were contacted by DPI personnel for program suggestions and 16.8% were contacted by DPI personnel for suggestions regarding scheduling, only 11.4% of the principal-respondents stated that they had ever requested supportive services from the DPI supervisory staff.

Twenty-five percent of the administrators requested supportive services relating to utilization from the DETV staff and 13% requested such help from the DPI supervisory staff. In general, administrators felt that such help was satisfactory.

E. Coordination of DETV

Nineteen percent of the administrators stated there was a DETV coordinator in their district and 7.1% stated there was a committee in their district to coordinate DETV. Teachers' responses were within this range, but fewer than 10% stated they had ever been consulted by the coordinator concerning scheduling and/or programming of DETV.

22.8% of the principal-respondents stated they had a DETV coordinator in their building, and 5.4% reported they had a DETV coordinating committee in their building. Of the teachers, 8.9% (secondary users) to

23.7% (secondary non users) acknowledged a coordinator or committee in their building for DETV. However, they stated that only a fraction (less than 1/2) coordinator's time was devoted to DETV, nor had more than 12.4% of the teachers been consulted by the building coordinator concerning scheduling and/or programming.

55.7% of the principal-respondents stated they had held conferences with teachers on the effective use of DETV while the average of teacher responses to this item was 25%. On the other hand, while between 20-25% of elementary teachers (both users and non users) stated they had been involved in planning or decisions concerning DETV in their building, only 5.5% of secondary non users so reported while 33.9% of secondary users stated they had been involved in planning. This finding would seem to indicate that if secondary teachers can become involved in planning or decisions, they might tend to utilize DETV.

F. ETV-70

From 35.3% (elementary users) to 54.7% (elementary non users) of all personnel, including principals and administrators, received the flyer announcing the telecast ETV-70. Only three secondary non users (1.1%) viewed this program, although 14.3% of secondary users viewed it.

TABLE 38

PERCENT INDIVIDUALS VIEWING ETV-70 PRESENTATION

	Elementary		Secondary			
	Users (N=241)	Non Users (N=84)	Users (N=56)	Non Users (N=274)	Principals (N=167)	Other Administrators (N=84)
	%	%	%	%	%	%
Yes	10.0	10.7	14.3	1.1	21.7	28.6
No	89.6	85.7	83.9	90.9	77.8	71.4
No Response	.4	3.6	1.8	8.0	1.2	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number (No Responses deleted)	240	81	55	252	165	80

Chi Square 66.42

Degrees of Freedom 5

Probability $p < .005$

H. Comments Related to Policy

In addition, principals and administrators were queried regarding their commitment to the utilization of DETV. Only 11.5% of these two groups stated that they had a written policy regarding the utilization of DETV programs. When asked to describe this policy, typical comments of respondents in principal's category:

> "Individual teachers are free to use ETV at their discretion."
>
> "Individual teachers are encouraged to use ETV - not directed."
>
> "Certain programs are assigned for mandatory viewing at each grade level. Optional programs are also recommended. However, mandatory programs have preference over optional ones."
>
> "Used to have a good TV schedule made up, but too few television sets cause trouble..."

At the district level, no mandates requiring specific program viewing were promulgated. A typical comment from this group was:

> "Permissive - not required."

One administrator commented that DETV program "must fit into curriculum, must be logged to reference of use, must be reported to building principal and by him to the central office."

As noted previously, 163 of 167 principals responded that they advocated the use of DETV. When asked why they advocated the use of DETV in their school, typical comments were:

> "The curriculum is enriched. Teachers are assisted in keeping up to date."

"We feel ETV hasn't even scratched the surface of its usefulness at the secondary level...especially within our own district."

"It supplements and reinforces instruction and provides instruction not easily available otherwise."

"The use of DETV adds strength to our curriculum."

"I regard ETV as one of the most effective of audio-visual aid techniques. It has many problems, but the potential is worth the effort to solve the problems."

"...to not use such a dynamic media as TV would be bordering on malpractice."

Administrators were asked to specify what they had done to advocate the use of DETV in their districts. A sample of their comments follows:

"As a supervisor, I try to encourage teachers to use programs that will supplement their program."

"Have discussed proper use of ETV with elementary principals and have developed written policy regarding utilization."

"Provided necessary equipment. Held workshops. Required use of ETV in a number of areas."

"Purchased TV sets ... Provided program schedules to teachers."

Most comments concerning reasons why the use was not advocated emphasized:

a. There were no programs for a respondent's instructional area.

b. Scheduling problems made the use of DETV difficult or impossible.

Principals were asked if they had ever presented the advantages of DETV to various personnel.

TABLE 39

PERCENT OF PRINCIPALS WHO RESPONDED THEY HAVE PRESENTED ADVANTAGES OF DETV TO VARIOUS GROUPS

	Percent
PTA	38.3
School Board	12.0
My Boss	25.1
My Subordinate	27.5
School Faculty	62.3
DPI Staff Member	15.0

It is interesting to note that almost 40% of the principals responding have discussed the advantages of DETV with members of the PTA.

In general, while individuals seem to perceive themselves as committed to the use of educational television in Delaware, the data would seem to indicate that only a minority of those involved in the utilization of DETV are strongly committed.

VI. Rating by Respondents Concerning Objectives of DETV

A tentative list of objectives of Educational Television in Delaware was sent to the Research Division by October 24. Nine objectives, derived from the list were incorporated into the questionnaires sent to all educational personnel in the study. Users, principals and administrators were asked if DETV is, in their opinion, successful or unsuccessful in regard to an objective. Questions to non users were reworded to elicit whether they thought DETV should provide programs to accomplish the aim of a particular objective.

A. Objective

Question to Users: In your opinion, is DETV successful in enriching classroom instruction by bringing into the classroom persons and places not readily available to pupils?

Opinions of elementary and secondary users, principals and administrators who answered the questionnaires were most positively directed toward this objective. Almost all individuals in the sample responded to this particular question. Administrators showed the greatest disparity, 86.8% replied that DETV was very or moderately successful with regard to this objective. However, 8.4% indicated this objective was unsuccessfully implemented. Elementary and secondary users replied consistently that this objective was very or moderately successful (96.4% and 94.6%). Only 2.4% and 0% of elementary and secondary users considered this objective unsuccessfully met.

TABLE 40

RESPONSE CONCERNING WHETHER DETV IS SUCCESSFUL IN ENRICHING CLASSROOM INSTRUCTION BY BRINGING INTO THE CLASSROOM PERSONS AND PLACES NOT READILY AVAILABLE TO PUPILS

	Elementary Users (N=241)	Secondary Users (N=56)	Principals (N=167)	Administrators (N=84)
	%	%	%	%
Successful	96.4	94.6	92.8	86.8
Unsuccessful	2.4	0.0	6.0	8.4
No Response	1.2	5.4	1.2	4.8
Total	100.0	100.0	100.0	100.0

Question to Non Users: In your opinion, do you think DETV should enrich classroom instruction by bringing into the classroom persons and places not readily available to pupils?

91% of non users felt this objective should be met by DETV.

TABLE 41

RESPONSE CONCERNING WHETHER DETV IS SUCCESSFUL IN ENRICHING CLASSROOM INSTRUCTION BY BRINGING INTO THE CLASSROOM PERSONS AND PLACES NOT READILY AVAILABLE TO PUPILS

	Elementary Non Users (N=84)	Secondary Non Users (N=274)
	%	%
Yes	91.6	91.3
No	6.0	2.9
No Response	2.4	5.8
Total	100.0	100.0

B. Objective

Question to Users: In your opinion, is DETV successful in supplementing regular instructional programs by providing television programs which provoke discussion and expand the pupil's study?

The positive range of percents across this question was 82.6% (principals) to 94.6% (elementary teacher users). The negative range from 2.5% (elementary teacher users) to 11.6% (principals).

TABLE 42

RESPONSE CONCERNING WHETHER DETV IS SUCCESSFUL IN SUPPLEMENTING REGULAR INSTRUCTIONAL PROGRAMS BY PROVIDING TELEVISION PROGRAMS WHICH PROVOKE DISCUSSION AND EXPAND THE PUPIL'S STUDY

	Elementary Users (N=241)	Secondary Users (N=56)	Principals (N=167)
	%	%	%
Successful	94.6	91.0	82.6
Unsuccessful	2.5	5.4	11.6
No Response	2.9	2.6	5.4
Total	100.0	100.0	100.0

Question to Non Users: In your opinion, should DETV supplement regular instructional programs by providing television programs which provoke discussion and expand the pupil's study?

Almost 85% of non users responded they thought this objective should be met. 8.3% of elementary non users and 10.9% of secondary non users refrained from responding to this question.

TABLE 43

RESPONSE CONCERNING WHETHER DETV SHOULD SUPPLEMENT REGULAR INSTRUCTIONAL PROGRAMS BY PROVIDING TELEVISION PROGRAMS WHICH PROVOKE DISCUSSION AND EXPAND THE PUPIL'S STUDY

	Elementary Non Users (N=84)	Secondary Non Users (N=274)
	%	%
Yes	85.7	83.3
No	6.0	6.8
No Response	8.3	10.9
Total	100.0	100.0

C. Objective

Question to Users: In your opinion, is DETV successful in supplementing regular instructional programs in areas such as literature, science, humanities, mathematics, behavioral sciences, etc.?

Elementary users had a positive opinion regarding this objective, over 87% of the responses considered this objective successfully met. At the other extreme, administrators were less positive toward this objective (73.8%) and more negative toward this objective (15.5%). There was a larger number of non-responses to this objective than to objectives previously discussed (from 5.8% to 17.9%).

TABLE 44

RESPONSE CONCERNING WHETHER DETV IS SUCCESSFUL IN SUPPLEMENTING REGULAR INSTRUCTIONAL PROGRAMS IN AREAS SUCH AS LITERATURE, SCIENCE, HUMANITIES, MATHEMATICS, BEHAVORIAL SCIENCES, ETC.

	Elementary Users (N=241)	Secondary Users (N=56)	Principals (N=167)	Administrators (N=84)
	%	%	%	%
Successful	87.5	78.5	77.8	73.8
Unsuccessful	6.7	3.6	10.2	15.5
No Response	5.8	17.9	12.0	10.7
Total	100.0	100.0	100.0	100.0

Question to Non Users: In your opinion, should DETV supplement regular instructional programs in areas such as literature, science, humanities, mathematics, behavorial sciences, etc?

88.1% of elementary non users and 81.4% of secondary non users felt this objective should be met by DETV. It should be noted that 12.4% of secondary non users failed to respond to this question.

TABLE 45

RESPONSE CONCERNING WHETHER DETV SHOULD SUPPLEMENT REGULAR INSTRUCTIONAL PROGRAMS IN AREAS SUCH AS LITERATURE, SCIENCE, HUMANITIES, MATHEMATICS, BEHAVORIAL SCIENCES, ETC.

	Elementary Non Users (N=84)	Secondary Non Users (N=274)
	%	%
Yes	88.1	81.4
No	7.1	6.2
No Response	4.8	12.4
Total	100.0	100.0

D. Objective

Question to Users: In your opinion, is DETV successful in enriching instruction by providing up-to-date items concerning current events?

Users and administrative personnel ranged from 60.7% to 78.5% in positively responding to this question. (This question was asked of administrators twice, #8 and 30. Responses to the first question are used in the analysis since a greater proportion of nonreplies to Question 30 may be a result of certain administrators recognizing the duplication.) Users and administrators were also relatively high in non-responses to this question (4.8% to 32.1%).

TABLE 46

RESPONSE CONCERNING WHETHER DETV IS SUCCESSFUL IN ENRICHING INSTRUCTION BY PROVIDING UP-TO-DATE ITEMS CONCERNING CURRENT EVENTS

	Elementary Users (N=241)	Secondary Users (N=56)	Administrators (N=84)
	%	%	%
Successful	70.5	60.7	78.5
Unsuccessful	8.7	7.2	16.7
No Response	20.8	32.1	4.8
Total	100.0	100.0	100.0

Question to Non Users: In your opinion, should DETV enrich instruction by providing up-to-date items concerning current events?

Non users felt rather strongly that this objective should be met by DETV. 10.6% of secondary non users failed to respond to this question.

TABLE 47

RESPONSE CONCERNING WHETHER DETV SHOULD ENRICH INSTRUCTION BY PROVIDING UP-TO-DATE ITEMS CONCERNING CURRENT EVENTS

	Elementary Non Users (N=84)	Secondary Non Users (N=274)
	%	%
Yes	92.8	85.8
No	3.6	3.6
No Response	3.6	10.6
TOTAL	100.0	100.0

E. Objective

Question to Users: In your opinion, is DETV successful in providing state-wide coverage in fields of critical needs, such as safety programs, education regarding drugs, etc?

Users and administrative personnel ranged from 49.9% to 72.5% in replying positively to this question. Principals tended to align themselves with elementary users at the high end of the range while administrators tended to align themselves with secondary users. Non responses ranged from a low of 10.2% for principals to a high of 28.6% for secondary users.

TABLE 48

RESPONSE CONCERNING WHETHER DETV IS SUCCESSFUL IN PROVIDING STATE-WIDE COVERAGE IN FIELDS OF CRITICAL NEEDS SUCH AS SAFETY PROGRAMS, EDUCATION REGARDING DRUGS, ETC.

	Elementary Users (N=241)	Secondary Users (N=56)	Principals (N=167)	Administrators (N=84)
	%	%	%	%
Successful	72.5	49.9	70.0	54.8
Unsuccessful	9.2	21.5	19.8	25.0
No Response	18.3	28.6	10.2	20.2
Total	100.0	100.0	100.0	100.0

Question to Non Users: In your opinion, do you think DETV should provide state-wide coverage in fields of critical needs such as safety programs, education regarding drugs, etc?

Non users at both the elementary and secondary school levels felt strongly (92.8% and 87.6%, respectively) that DETV should be active in bringing critical needs to the attention of pupils.

TABLE 49

RESPONSE CONCERNING WHETHER DETV SHOULD PROVIDE STATE-WIDE COVERAGE IN FIELDS OF CRITICAL NEEDS SUCH AS SAFETY PROGRAMS, EDUCATION REGARDING DRUGS, ETC.

	Elementary Non Users (N=84)	Secondary Non Users (N=274)
	%	%
Yes	92.8	87.6
No	4.8	5.8
No Response	2.4	6.6
Total	100.0	100.0

F. Objective

Question to Users: In your opinion, is DETV successful in giving direct instruction in subject areas where low student populations are unable to support the services of specialized teachers?

Administrators considered this objective less successfully implemented (44.1% successful - 36.9% unsuccessful), than the other groups. Users and principals are categorized next as feeling this objective is only partially successfully met by DETV. The range of non responses for this question was from 16.8% to 37.5%.

TABLE 50

RESPONSE CONCERNING WHETHER DETV IS SUCCESSFUL IN GIVING DIRECT INSTRUCTION IN SUBJECT AREAS WHERE LOW STUDENT POPULATIONS ARE UNABLE TO SUPPORT THE SERVICES OF SPECIALIZED TEACHERS

	Elementary Users (N=241)	Secondary Users (N=56)	Principals (N=167)	Administrators (N=84)
	%	%	%	%
Successful	62.7	55.3	64.0	44.1
Unsuccessful	16.6	7.2	19.2	36.9
No Response	20.7	37.5	16.8	19.0
Total	100.0	100.0	100.0	100.0

Question to Non Users: In your opinion, do you think DETV should give direct instruction in subject areas where low student populations are unable to support the services of specialized teachers?

About 3/4 of the non users feel this should be one of DETV's objectives.

TABLE 51

RESPONSE CONCERNING WHETHER DETV SHOULD GIVE DIRECT INSTRUCTION IN SUBJECT AREAS WHERE LOW STUDENT POPULATIONS ARE UNABLE TO SUPPORT THE SERVICES OF SPECIALIZED TEACHERS

	Elementary Non Users (N=84)	Secondary Non Users (N=274)
	%	%
Yes	76.2	74.4
No	16.7	17.2
No Response	7.1	8.4
Total	100.0	100.0

G. Objectives

Question to Users:	In your opinion, is DETV successful in providing in-service programs for the instructional staff by presentation of specialists in various fields and/or the use of University personnel?
Question to Users:	In your opinion, is DETV successful in providing in-service programs for the instructional staff through demonstrations of classroom techniques through the use of master teachers?

These two objectives, regarding the role of ETV in providing in-service programs, were considered least successful by administrators. Again, principals and users tended to group together responding about 50% of the time that these objectives are being successfully met.

TABLE 52

RESPONSE CONCERNING WHETHER DETV IS SUCCESSFUL IN PROVIDING IN-SERVICE PROGRAMS FOR THE INSTRUCTIONAL STAFF BY PRESENTATION OF SPECIALISTS IN VARIOUS FIELDS AND/OR THE USE OF UNIVERSITY PERSONNEL

	Elementary Users (N=241)	Secondary Users (N=56)	Principals (N=167)	Administrators (N=84)
	%	%	%	%
Successful	57.6	50.0	53.8	46.4
Unsuccessful	18.3	14.3	30.0	31.0
No Response	24.1	35.7	16.2	22.6
Total	100.0	100.0	100.0	100.0

TABLE 53

RESPONSE CONCERNING WHETHER DETV IS SUCCESSFUL IN PROVIDING IN-SERVICE PROGRAMS FOR THE INSTRUCTIONAL STAFF THROUGH DEMONSTRATIONS OF CLASSROOM TECHNIQUES

	Elementary Users (N=241)	Secondary Users (N=56)	Principals (N=167)	Administrators (N=84)
	%	%	%	%
Successful	62.9	48.3	57.4	36.9
Unsuccessful	19.1	16.0	28.8	38.1
No Response	18.3	35.7	13.8	25.0
TOTAL	100.0	100.0	100.0	100.0

Question to Non Users: In your opinion, do you think DETV should provide in-service programs for the instructional staff by presentation of specialists in various fields and/or the use of University personnel.

Question to Non Users: In your opinion, do you think DETV should provide in-service programs for the instructional staff through demonstrations of classroom techniques through the use of master teachers?

About 70% of non users felt these objectives should be met. About 10% of non users did not respond to these questions.

TABLE 54

RESPONSE CONCERNING WHETHER DETV SHOULD PROVIDE IN-SERVICE PROGRAMS FOR THE INSTRUCTIONAL STAFF BY PRESENTATION OF SPECIALISTS IN VARIOUS FIELDS AND/OR THE USE OF UNIVERSITY PERSONNEL

	Elementary Non Users (N=84)	Secondary Non Users (N=274)
	%	%
Yes	69.1	70.1
No	19.0	19.3
No Response	11.9	10.6
Total	100.0	100.0

TABLE 55

RESPONSE CONCERNING WHETHER DETV SHOULD PROVIDE IN-SERVICE PROGRAMS FOR THE INSTRUCTIONAL STAFF THROUGH DEMONSTRATIONS OF CLASSROOM TECHNIQUES THROUGH THE USE OF MASTER TEACHERS

	Elementary Non User (N=84)	Secondary Non User (N=274)
	%	%
Yes	66.7	68.3
No	22.6	20.4
No Response	10.7	11.3
Total	100.0	100.0

H. Objective

Question to Users: In your opinion, is DETV successful in giving direct instructional teaching in areas such as elementary foreign language, sciences, mathematics, etc?

Although about 60% of the administrators, principals and elementary users tended to feel that this objective was being successfully met by DETV, fewer than 50% secondary teacher users tended to feel this objective was being successfully met by DETV.

TABLE 56

RESPONSE CONCERNING WHETHER DETV IS SUCCESSFUL IN GIVING DIRECT INSTRUCTIONAL TEACHING IN AREAS SUCH AS ELEMENTARY FOREIGN LANGUAGE, SCIENCE, MATHEMATICS, ETC.

	Elementary Users (N=241)	Secondary Users (N=56)	Principals (N=167)	Administrators (N=84)
	%	%	%	%
Successful	63.1	42.9	60.4	61.9
Unsuccessful	14.5	5.4	17.4	17.9
No Response	22.4	51.7	22.2	20.2
Total	100.0	100.0	100.0	100.0

Question to Non Users: In your opinion, do you think DETV should give direct instructional teaching in areas such as elementary foreign language, science, mathematics, etc.?

A higher proportion of secondary non users than elementary non users felt that DETV should meet this objective.

TABLE 57

RESPONSE CONCERNING WHETHER DETV SHOULD GIVE DIRECT INSTRUCTIONAL TEACHING IN AREAS SUCH AS ELEMENTARY FOREIGN LANGUAGE, SCIENCE, MATHEMATICS, ETC.

	Elementary Non Users (N=84)	Secondary Non Users (N=274)
	%	%
Yes	46.4	57.0
No	38.1	26.6
No Response	15.5	16.4
Total	100.0	100.0

In general, objectives relating to the role of DETV as a supplement or as enrichment to regular instruction were rated reasonably successful by all groups of user respondents. Administrators ranked the objective concerning direct instruction in science and mathematics fourth while this objective was not considered as favorably by the other groups, being ranked sixth by principals, elementary users, and ninth by secondary users. The objectives regarding the utilization of DETV for in-service instruction tended to rank lower across all groups (from rank #6 to #9) in terms of percent of positive responses than did most of the other objectives.

In addition, users were asked what they considered to be the main purpose of televised teaching. About 60% of both elementary and secondary users ranked "to enrich the development of basic subject matter...." first with 1/3 of each group listing "supplement the teaching of core content...." second. Chi Square indicated a nonsignificant difference for elementary and secondary users responses.

Non users, both elementary and secondary, felt programs using DETV to enrich instruction by bringing persons and places not readily available to pupils should be one of the primary objectives of DETV. Over 90% of elementary non users felt DETV should (1) provide coverage in fields of critical needs, and (2) enrich instruction through programs on current events. 87.6% and 85.8%, respectively, of secondary non users responded positively to these objectives.

VII. INTERVIEWS AND COMMENTS

This section of the report contains comments from the interviews and comments from open ended responses to selected items in the questionnaire.

In order to determine the feelings of respondents that could not be adequately obtained or expressed in a questionnaire, the investigating team interviewed teachers, principals and students in six randomly selected schools in three counties. The schools selected were:

McVey Elementary	Christiana High School
East Elementary, Smyrna	John Basset Moore High School
West Seaford Elementary	Seaford Senior High School

A note of caution should be considered when reviewing the pupil comments since the number of pupils interviewed was rather small and the investigating team did not have adequate time to conduct in depth session to obtain precise thoughts and feelings from respondents. In addition, pupil responses were limited to their thought of "how DETV can be improved."

I. TEACHER COMMENTS

Representative comments concerning various aspects of DETV are as follows:

A. ELEMENTARY USERS

1. Utilization - Scheduling

Of the 241 elementary users, 33 commented on "scheduling." Typical comments were:

"This year's schedule does not allow for much flexibility. e.g. If I am scheduling a trip on a day when we normally see a TV program, there is no way to make that show up - whereas in the past we could always schedule another time."

"All kindergarten programs are scheduled on Friday and nobody wants to watch three shows in one day. Poor planning. Programs should be scattered throughout the week. TV teachers shouldn't mention grade level in telecast. If you use a third grade show with slow learners - age 12-15, as I did last year, they resent being called third graders."

"There could be more in-service programming. I don't think the network is being used to the fullest potential."

"This year's Handbook and especially the scheduling for this year is dreadful. What happened to all the teacher's suggestions for scheduling? Each year it has improved. This year it is worse than when we started. This has cooled the enthusiasm for ETV this year as it is difficult for many teachers to schedule."

"This year's scheduling is so poor that most all first grade programs are at recess or lunch time. We can't see Sounds to Say, etc. Because of sharing TV, my class sees Stepping Into Rhythm and Science Land overlapping on Friday!"

"The elementary school seems to be the primary user of ETV. However, the elementary school lost far more programming than high school. Hopefully, the programming will be changed to meet the surveyed needs."

"Please reschedule the programs throughout the week."

There was only one comment from elementary users that could possibly be considered favorable to this year's scheduling:

"Schedule this year is better because there are not as many offerings to tempt misuse."

2. Program Content

There were six favorable comments regarding program content, one of which is quoted below.

"I have found most of the ETV programs a good supplementary experience to children in my class. The exposure has proven a valuable experience in many subject areas."

There were fifteen unfavorable comments regarding program content.

"Sounds to say - weak. Strong first grade new math program needed. Music program very good."

"What happened to all the programs for my grade level? Last year we had a social studies, English, and math to watch, while the first two are now gone and Math is for 4th grade. I'm disappointed at the little offering for me this year."

"Programs (Let's Go Sciencing & Roundabout) paced too slow for my classes. Also too many concepts introduced in one program."

3. Commitment to DETV

"There needs to be more communication between DETV and the classroom teachers. Meetings should be planned to discuss programs and problems."

"Let's keep Delaware ahead in the national picture by keeping closed circuit TV to all schools. Children are exposed to things no classroom teacher has access to e.g., space suits, cultural programs, scientific equipment, and diversity of subject matter."

"I definitely feel that ETV is an excellent supplement to our subject matter. We have no text books for Delaware History. ETV is a supplement which brings history to life for the student."

"Terrible waste of money and resources. Methodology is very poor. Children are bored and do not wish to see ETV. Many staff members use the TV time as 'Break Time' and do not lead-in nor follow-up shows."

"You have done a tremendous job bringing this visual media to us. It pays off more than we all realize."

"A teacher needs every educational tool possible."

"I think the effectiveness of all DETV televised programs depends upon the teacher's use and follow up in the classroom. Also her enthusiam highlights the program's enjoyment by the students. I feel it is very effective and useful in my classroom as it provides much information for further discussion."

B. SECONDARY USERS

1. Utilization - Scheduling

Six comments regarding scheduling were elicited from 56 secondary users.

"Major problem is scheduling. DETV schedule does not conform to school schedule."

"Only the terrible scheduling has restricted my usage of the media."

"Would it be possible to have programs shown upon teacher request to an individual school?"

2. Program Content

Comments on program content were:

"DETV has too few programs directed at the Junior High. What I have used, I have found very valuable. Your program schedule: print too small, newspaper format too perishable."

"My former principal (just last year) believes TV is for lazy teachers. No one in our district among the administrators seems to appreciate the value of TV. Wordsmith and Quest for the Best have been helpful in low ability sections. Although Quest for the Best is too easily recognizable as elementary material. We need a program with a high interest level for poor readers."

3. Commitment

"I think more money should be made available and additional programs planned - that is for my purposes. I should like the background to English literature series (Encyclopedia Brittanica). I think the cut in funds is unfair and irresponsible."

C. ELEMENTARY NON USERS

1. Utilization - Scheduling

Seventeen comments on scheduling were elicited from 84 non users, all of which reported inability to schedule DETV this season:

"Have used it in the past and found programs stimulating and helpful, but due to scheduling of classes, it is impossible for all to see."

"This year the programs are all scheduled at the same time during the day. This conflicts with my lunch period, special class areas, etc."

"I am not watching DETV this year due to the time schedule of my classes and DETV's. I did enjoy and use Wordsmith, Places in the News, and Geography last year. I do, however, feel that many of the programs do not go along with my classroom studies. If I could arrange my schedule differently, I would be using Places In The News."

"I am teaching science in a departmental situation. I have four fourth grade classes each day and one fifth grade class. You show each program no more than three times a week, therefore one of my 4th grade classes would never be able to see ETV. I have decided to keep all my classes together and to use ETV would mean one class would be ahead of the other 4th grades."

2. Commitment

"ETV can be a very valuable teaching aid if the program suits the needs of the class. I would use ETV this year or any year that I thought the program was worth watching for educational values."

"I think it is a waste of money and somebody down in Dover is getting rich off it. The teachers are so bad!"

D. SECONDARY NON USERS

1. Utilization - Scheduling

Twenty-six responses regarding scheduling were elicited from 274 secondary non users. Many non-users commented that only when video tape recorders were available did they feel they could use DETV.

"Should have asked who read DETV Teacher's Handbook (apathy). Would use but always end up with 1/2 program in time slot or fact class couldn't watch most programs because of schedule. SUGGEST - video tape library so I could use programs in class as they apply."

"We were consulted last year about scheduling of courses and units. We changed - ETV didn't adjust as they said they would."

"The problem is scheduling times and proper selections. ETV is good and should be made available. My complaints of ETV are the standard gripes. Cannot schedule in my classes. TV sets not available at all times. I believe there should be a TV set in each classroom at all times if it is to be used. Some means of reruns when desired. Selection of programs should be possible at all times of the day. (Possibly there should be a standardization of class periods in all schools and subject areas)."

2. Program Content

The most typical comment (of over 50 at this level) follows:

"DETV does not offer programs in my course area."

Others were:

"The Humanities series is a wonderful orientation in the humanities for my 9th grade English classes. It sets them for the next three years on a solid foundation."

"I have only the highest praise for the programs offered in French. They are very professional in presentation and apropos in content. In addition these programs allow the students the only outside contact with native teachers and performers in their own cultural background. It is stimulating, refreshing, and instructive, particularly the jewel of a program entitled, En France Comme Si vous Yeiticz."

"I have not filled this out completely because I think it is a lot of junk and really not applicable to my field of P.E. A few programs were good but they are few and far between and maybe one class will see it. All programs need a lot of improving so I know P.E. will be on the bottom of the list.

A survey like this is too diversified, and I don't believe you will come up with any valid conclusions. So quit wasting the taxpayers money because you're going to do what the head man says, anyway!"

"Too many good programs were removed this year, and too many programs which are not good were kept. The feelings concerning these programs were brought to the attention of an ETV representative last fall."

"More business area programs."

"Programming should include more secondary math and science."

3. Commitment

"My first experience with DETV was unfavorable. I had prepared myself and my class for a program and the program had been scheduled wrong. Of course this was in the primitive days of DETV but I have never attempted to use DETV since. However, I do plan to use it in the future."

"Additional funds could be more wisely spent than for ETV. Let's start thinking of the student first."

II. PRINCIPAL COMMENTS

Representative comments include:

"Need to utilize DETV more. To ignore the most effective communication device of this century is the highest of stupidity and provincialism."

"We live in complex times; therefore, need to utilize all means available to carry out the educational process. ETV is a natural."

"The possibilities for up-to-the-minute coverage are limitless."

"I regard ETV as one of the most effective audio-visual aid techniques. It has many problems, but the potential is worth the effort to solve the problem."

"Students are used to ignoring the TV at home unless they select the program. They may also ignore the TV here, but are attentive if spoken to."

"The use of DETV makes for rigid sterotype kind of educational program. Stifles teacher and pupil initiative."

"Need programs for kindergarten."

"Any and all in-service program during school hours should be deleted."

"Would like to recommend adding a Junior High School Guidance Program and Career Occupational Center."

"Need drug abuse series."

"Recommend adding programs aimed at motivating the less interested and capable student."

"Should have some basic math -- top heavy with new math approach."

"Suggest evaluate from state level all programs each term for improvement of instruction."

"I feel ETV has done its level best to provide the best possible programs. ETV's troubles have not been the fault of DETV staff."

"Could use better coordination between DETV and local district such as programming."

"Suggest showing each program several times each week as we did last year."

"Need to consider increased use of DETV as a communication tool within state. Initiate adult oriented programming in evenings."

"Structure time slots to meet individual districts even if one day a week must be devoted to a certain district."

"Communication -- it was excellent three years or so ago, has progressively deteriorated."

"The advent of the module schedule has been a major correction of the once complicated problem of fitting classtime and TV time together."

"I feel that given the per pupil cost of ETV, I could provide better improvement in the offerings of this school than we get through ETV."

"Expand the use of the channels to other organizations - outside education - dentists - physicians - industry in the evenings."

"Maybe it should be considered whether DETV can do justice to the elementary and secondary education at the same time."

"Need advance information and inservice training leadership."

III. PUPIL COMMENTS

Representative comments concerning suggestions for improvement of DETV:

"I think its alright as it is but I don't like the programs that just tell facts -- most people "tune out"." (Grade 11 pupil)

"Need programs relating to directions our contemporary culture is moving. For example: the mass media, its effects, purposes, etc." (Grade 11 pupil)

"Desirable to have a show telling possibilities for students after high school." (Grade 11 pupil)

"I would like to see how the English language originated. Also, I would like to see what the speaker himself thinks about the person he is telling about. (His own ideas.)" (Grade 11 pupil)

"A discussion show about current events, which would have the most importance. The panelists should be high school students." (Grade 11 pupil)

"Don't show the same shows year after year." (Grade 11 pupil)

"I would like to see more plays rather than lectures from a narrator. It is more interesting to see history acted out than be lectured about it." (Grade 11 pupil)

"Something more important to that I could use. After I get out of school, I'll forget almost everything I learned from lessons." (Grade 11 pupil)

"TV's Boring." (Grade 11 pupil)

"I would like to see programs that are interesting and educational and what will keep our interest." (Grade 9 pupil)

"I would like to see sport shows and car races. I would also like to see more educational television. I would like to talk to the presenter. I don't like From Me To You that much." (Grade 6 pupil)

"When good baseball games are on. More Places In The News." (Grade 6 pupil)

"More science subjects like moon." (Grade 6 pupil)

"I think we should see programs that would teach us and help us in school and also see enjoyable programs." (Grade 5 pupil)

"We want color TV and cartoons." (Grade 5 pupil)

"A program of what will come in the future." (Grade 5 pupil)

"Would like to see more about things we learn in the class." (Grade 5 pupil)

"Millions of cartons." (Grade 4 pupil)

"Scary shows." (Grade 4 pupil)

"Interesting shows." (Grade 4 pupil)

"Comedy shows for a break during work." (Grade 4 pupil)

"Some kind that is in story form." (Grade 4 pupil)

VIII. SUMMARY OF FINDINGS

COUNTY AND DISTRICT: It is estimated that the ratio of television sets to teachers state-wide is 1:2.8. The percentage use of DETV by teachers ranged from a low of 21.4% in Alexis I. duPont School District to a high of 65.2% in the Lake Forest School District. Nine districts reported use in excess of 50%, five of these districts being in Kent County, one in Sussex County, and three in New Castle County.

I. ELEMENTARY USERS

A. Utilization

About "Seventy-four" percent of elementary teachers returning the questionnaire report they use DETV. During the study period there were 24 programs available for grades K-6 and 11 available at the intermediate (7-9) level. 13.1% of elementary teachers stated there was no program available for their grade level.

Elementary users (N=241) viewed 936 program series during the study period. This was an average of 3.9 program series per individual per week or 91 minutes per individual per week. Although the average number of programs per week did not differ substantially from those determined in the DPI Superintendent's study conducted in the spring of 1969, the average number of minutes per week increased substantially (from 57 to 91).

Thirty-eight percent of elementary users found scheduling of DETV this year to be worse than last year. This parallels the responses of secondary users. Thirty-five percent of elementary users also experienced difficulty in planning for and follow up of the program series they view.

At the elementary level, 69% of users state they did not preview programs they are using this year and 56% stated this year's previewing schedule was inconvenient for them. The most preferred time for previewing in this group is a week before the series begins.

Almost 60% of elementary users stated they would use DETV more often if video tapes were available.

In general, elementary users seemed satisfied with DETV reception, service of sets, and availability of sets.

The majority of elementary users were satisfied with the timing and frequency of informational notices. Regarding the Teacher's Handbook, almost all elementary users have received a copy of this schedule, but 1/3 of them did not consider it an adequate guide and about 20% of them did not receive it in time to schedule the programs they wished to use.

Most elementary users feel that the grade level indicated on program series is suitable for Delaware students and that DETV should aim at the average student. At the elementary level, 1/10 of the users feel DETV generally aims at above average students.

About 9/10's of elementary users feel they are free to use or not use DETV as they see fit.

B. Program Content

Over 90% of the 936 program series viewed by 241 elementary users were rated good or excellent, 1/3 of the programs available being rated excellent by at least 60% of the respondents. Upon review of the programs utilized, it would seem that Parlons Francais I and II, You and Eye, and The Adventure of Science might well be deleted from DETV scheduling since they are little used.

Further the programs which are graded intermediate, Creative Ceramics, Parlons Francais IV and Investigating the World of Science might well be deleted since they are seldom used by either secondary or elementary users. Over 3/4 of elementary users considered programming satisfactory. In addition, they were satisfied with the number of demonstrations, etc., offered on DETV program series, and felt that DETV lessons provide learning opportunities that would otherwise be unavailable to their students. 2/3 of this group felt DETV does fill a gap in their instruction.

C. Personal Characteristics

Almost 90% of elementary users were female and about 3/5 of elementary users were between 20 and 39. Three quarters of them held a BA degree. About 35% had either 1-5 years or over 10 years of teaching experience. Almost 30% had had a formal course in TV and about 13% had attended an ETV workshop.

D. Commitment to DETV

Only 1/5 elementary users felt they would be seriously effected by DETV's demise. Thirty-five percent of elementary users stated that they would use additional funds, if available, for increased DETV programming while 52.7% stated they would use such funds for other instructional supplies. No elementary user felt her principal's attitude toward DETV was unfavorable. About 1/2 of elementary users felt their state subject matter supervisor had a favorable attitude toward DETV, but only 2/5 thought their state subject matter supervisor advocated the use of DETV. Only 5% of this group had been consulted by a DPI subject matter supervisor regarding DETV utilization.

Almost 3/4 of elementary users felt their District Superintendent had a favorable attitude toward DETV, but only 30% of elementary users felt their District Superintendent advocated its use.

E. Attitude Toward Objectives

1. The two objectives which elementary users felt were most successfully met were:

   a. In your opinion, is DETV successful in enriching classroom instruction by bringing into the classroom persons and places not readily available to pupils?

      96.4% felt this objective was moderately or very successfully met.

   b. In your opinion, is DETV successful in supplementing regular instructional programs by providing television programs which provoke discussion and expand the pupil's study?

      94.6% felt this objective was moderately or very successfully met.

2. The objective elementary users felt was least successfully met was:

   In your opinion, is DETV successful in providing in-service programs for the instructional staff by presentation of specialists in various fields and/or the use of University personnel?

   Only 57.6% of elementary users felt this objective was moderately or very successfully met.

II. SECONDARY USERS

A. Utilization

Seventeen percent of secondary teachers returning the questionnaires report they use DETV. Although when programs available at the secondary level are categorized by subject, 48% of the secondary respondents were found to teach subjects for which no DETV program was available. Thus, the user rate of response at the secondary level was nearly 33%. During the study period (September 15 to November 19), there were only 18 programs available for viewing by grades 7-12. Only 7 of these programs were designated for grades 10 to 12.

Secondary users (N=56) viewed 66 program series during the study period. This was an average of 1.2 program series per individual per week or 112 minutes per individual per week. These averages did not differ substantially from those obtained in the DPI Superintendent's study conducted in the spring of 1969.

Almost forty percent of secondary users found scheduling of DETV this year to be worse than last year. Further, some 29% of secondary users experienced difficulty in planning for and follow-up of program series they view. Secondary users would prefer programs to be shown once or twice a week.

Half of the secondary users state they did not preview programs they are using this year, and 46% stated this year's previewing schedule was inconvenient for them. The most preferred time for previewing, in this group, is a month before the series begins.

Seventy-five percent secondary users stated they would use DETV more often if video tapes were available.

In general, secondary users seemed satisfied with DETV reception, service of sets and availability of sets.

The majority of secondary users were satisfied with the timing and frequency of informational notices. Regarding the Teacher's Handbook, almost all secondary users have received a copy of this schedule, but almost 1/3 of them did not consider the Handbook an adequate guide, and about 1/5 did not receive it in time to schedule the programs they wished to use.

Most secondary users feel that the grade level indicated on program series is suitable for Delaware students and that DETV should aim at the average student. However, 1/4 of secondary users feel DETV series generally aim at above average students.

About 9/10 of secondary users feel they are free to use or not to use DETV as they see fit.

B. Program Content

Nearly 90% of the 66 program series viewed by the 56 secondary users were rated good or excellent. It was evident, however, that very few program series were utilized by secondary teachers. Only Humanities and Profiles in Courage seem to have enough teacher participation to warrant their continued viewing. About 70% of secondary users considered programming satisfactory, but 1/5 felt there were too few demonstrations, etc. offered on DETV program series. About 2/3 of this group felt that DETV provides learning opportunities that would otherwise be unavailable to their students and that DETV does fill a gap in their instruction.

C. Personal Characteristics

3/5 of secondary users were female, and about 3/5 of secondary users were between 20 and 39 years of age. Three quarters of them held a bachelor's degree, and almost half had more than 10 years of teaching experience. Some 30% had had a formal course in TV and about 15% had attended an ETV workshop.

D. Commitment to DETV

Only 14% of secondary users felt that they would be seriously effected by DETV's demise. Half of the secondary users stated that they would use additional funds, if available, for increased DETV programming while 45% would use such funds for other instructional supplies. None of the secondary users felt their principal's attitude toward DETV was unfavorable. About 3/5 of secondary users felt their state subject matter supervisor advocated DETV and had a favorable attitude toward it. Twenty percent of this group had been consulted by the DPI subject matter supervisor regarding DETV utilization.

2/3 of secondary users felt their district superintendent had a positive attitude toward DETV, but only 2/5 of secondary users felt their district superintendent advocated its use.

E. Attitude Toward Objectives

1. The two objectives which secondary users felt were most successfully met were:

   a. In your opinion, is DETV successful in enriching classroom instruction by bringing into the classroom persons and places not readily available to pupils?

   94.6% indicated this objective was moderately or very successfully met.

b. In your opinion, is DETV successful in supplementing regular instructional programs by providing television programs which provoke discussion and expand the pupil's study?

   91% indicated this objective was moderately or very successfully met.

2. The objective secondary users felt was least successfully met was:

   a. In your opinion, is DETV successful in giving direct instructional teaching in areas such as elementary foreign language sciences, mathematics, etc?

   Only 42.9% indicated this objective was moderately or very successfully met.

III. ELEMENTARY NON USERS

A. Utilization

69% of elementary non users stated the reception of DETV was not good and further 60.7% of them stated the sets were not promptly serviced. This was the only group that indicated difficulty in these areas. About 1/4 of non users state that a set was not available to them when they wanted it. 19% stated they had at some time requested a set. 1/3 of elementary non users stated there was an insufficient number of TV sets in their building, but that of the sets available, the large majority were installed and operable.

About 1/2 of elementary non users were satisfied with the timing and frequency of informational notices. Regarding the Teacher's Handbook, 2/3 of elementary non users had received a copy of the schedule. About 1/5 did not receive it in time to schedule programs nor did 1/5 consider it an adequate guide.

B. Program Content

The reason most frequencly given for non use in connection with program content was that although an appropriate telecast was available, it was given at the wrong time of the year for elementary non users (32%). There were no other outstanding reasons for non use given by this group.

C. Personal Characteristics

About 4/5 of elementary non users were female and about 1/3 were either between 20 and 29 or between 40 and 49 years of age. Almost 75% held a bachelor's degree and over 1/5 held a master's degree. 45% of elementary nonusers had over 10 years of teaching experience. About 22% of elementary non users had had a formal course in TV and slightly more than 8% had attended an ETV workshop.

D. Commitment to DETV

About 1/5 of elementary non users stated they would use additional funds, if available, for increased DETV programming while 65% stated they would use such funds for other instructional supplies. About 3/4 of this group felt their principal's attitude toward DETV was favorable. Slightly over 1/2 of elementary non users felt the state subject matter supervisor had a favorable attitude toward DETV and that he advocated its use. About 1/5 of elementary non users had been contacted by their DPI subject matter supervisor regarding DETV utilization.

66% of elementary non users felt their District Superintendent had a favorable attitude toward DETV, but only 43% of elementary non users perceived him as advocating its use.

E. Attitude Toward Objectives

1. The two major objectives which elementary non users felt were most successfully met were:

   a. In your opinion, should DETV enrich instruction by providing up-to-date items concerning current events?

      92.8% of elementary non users felt this objective should be met.

   b. In your opinion, do you think DETV should provide state-wide coverage in fields of critical needs such as safety programs, education regarding drugs, etc?

      92.8% of elementary non users felt this objective should be met.

2. The objective elementary non users felt was least desirable was:

   In your opinion, do you think DETV should give direct instructional teaching in areas such as elementary foreign language sciences, mathematics, etc?

   Only 46.4% of elementary non users felt this objective should be met.

IV. SECONDARY NON USERS

A. Utilization

About 1/4 secondary non users stated a set was not available to them when they wanted it. 19% stated they had, at some time, requested such a set. About 28% of secondary non users stated there was an insufficient number of TV sets in their building, but that of the sets available the large majority were installed and operable.

About 1/2 of secondary non users were satisfied with the timing and frequency of informational notices. Regarding the Teacher's Handbook, 2/3 of secondary non users had received a copy of the schedules. About 1/5 did not receive it in time to schedule programs nor did 1/5 consider it an adequate guide.

B. Program Content

About 1/2 of secondary non users stated that one reason for non use of DETV was due to a conflict between the time the subject was taught and the time it was televised.

About 2/5 of this group stated as one of their reasons for non use that there was no program series on DETV related to the course they taught, nor were there subjects on DETV appropriate to their grade level. 1/5 of secondary non users stated that although an appropriate telecast is available, it is given at the wrong time of the year and does not coincide with the time that the respondent teaches that subject content.

C. Personal Characteristics

About 40% of secondary non users were female, and about 3/5 of secondary non users were between 20 and 39 years of age. About 60% held a bachelor's degree and over 35% held a master's degree. Almost 1/3 had 1-5 years of teaching experience and almost 2/5 had over 10 years of teaching experience. About 30% had a formal course in TV and slightly less than 6% attended an ETV workshop.

D. Commitment to DETV

Twenty-three percent of secondary non users stated they would use additional funds, if available, for increased DETV programming, while 60% stated they would use such funds for other instructional supplies. About 1/2 of secondary non users felt their principal's attitude toward DETV was favorable. About 35% of secondary non users felt their state subject matter supervisor advocated the use of DETV. However, 25% of this group of non users indicated that they had been consulted by their DPI subject matter supervisor regarding DETV utilization.

46% of secondary non users felt their district superintendent had a favorable attitude toward DETV, but only 27% of secondary non users perceived him as advocating its use.

E. Attitude Toward Objectives

1. The two major objectives which secondary non users felt should be met were:

   a. In your opinion, do you think DETV should enrich classroom instruction by bringing into the classroom persons and places not readily available to pupils?

      91.3% of secondary non users felt this objective should be met.

   b. In your opinion, do you think DETV should provide state-wide coverage in fields of critical needs such as safety programs, education regarding drugs, etc?

      87.6% of secondary non users felt this objective should be met.

2. The objective secondary non users felt was least desirable was:

   In your opinion, do you think DETV should give direct instructional teaching in areas such as elementary foreign language sciences, mathematics, etc?

   Only 57.0% of secondary non users felt this objective should be met.

V. PRINCIPALS (N=167) and ADMINISTRATORS (N=84)

A. Utilization

Over 90% of principals and administrators state that their subordinates are free to use or not to use DETV as they see fit. Certain principals and administrators, however, did comment that certain DETV program series were mandatory for their subordinates.

About 3/5 of principal and administrator respondents considered the scheduling of 1969-70 programs adequate, and 3/4 of principal respondents considered the content of program offerings adequate while about 64% of administrators considered content adequate. Regarding scheduling, 48.5% of principal respondents replied they had been contacted by the DETV staff and 16.8% replied they had been contacted by DPI supervisory personnel for suggestions regarding scheduling. 24.5% of principal respondents had been contacted by DPI personnel for program suggestions. Only 11.4% of principals ever requested supportive services from the DPI staff.

Nineteen percent of administrators were satisfied with the extent of utilization of DETV in their district.

Twenty-five percent of administrators have requested supportive services regarding utilization from the DETV staff, and 13% requested such help from the DPI supervisory staff.

B. Commitment to DETV

Forty-one percent of principal respondents and 27% of administrator respondents stated they would use additional state aid, if available, for increased DETV programming. 45% of principal respondents and 48% of administrators would use such funds for other types of instructional supplies. It should be noted that 1/4 of the administrators refrained from answering this question.

Ninety-eight percent of principal respondents and 92% of administrator respondents stated that they advocate the use of DETV.

Nineteen percent of the administrators stated there was a DETV coordinator in their district, and 7.1% stated there was a committee in their district. 22.8% of the principal respondents stated they had a DETV coordinator in their building and 5.4% reported a DETV coordinating committee in their building. Only a fraction of the coordinator's time (either at the district or building level) was devoted to DETV. 55% of the principal respondents, however, stated they had held conferences with teachers on the effectiveness of DETV.

C. Attitude Toward Objectives

1. Principals

a. The two objectives which principal respondents felt were most successfully met were:

(1) In your opinion, is DETV successful in enriching classroom instruction by bringing into the classroom persons and places not readily available to pupils?

92.8% of principal respondents felt this objective was moderately or very successfully met.

(2) In your opinion, is DETV successful in supplementing regular instructional programs by providing television programs which provoke discussion and expand the pupil's study?

82.6% of principal respondents felt this objective was moderately or very successfully met.

b. The objective principal respondents felt was least successfully met was:

In your opinion, is DETV successful in providing in-service programs for the instructional staff by presentation of specialists in various fields and/or the use of University personnel?

Only 53.8% of principal respondents felt this objective was moderately or very successfully met.

2. Other Administrators

a. The two objectives which administrator respondents felt were most successfully met were:

(1) In your opinion, is DETV successful in enriching classroom instruction by bringing into the classroom persons and places not readily available to pupils?

86.8% of administrators felt this objective was moderately or very successfully met.

(2) In your opinion, is DETV successful in enriching instruction by providing up-to-date items concerning current events?

78.5% of administrators felt this objective was moderately or very successfully met.

b. The objective administrator respondents felt was least successfully met was:

In your opinion, is DETV successful in providing in-service programs for the instructional staff through demonstrations of classroom techniques through the use of master teachers?

Only 36.9% of administrators felt this objective was not being met.

VI. INTERACTION OF PERSONAL CHARACTERISTICS WITH DETV FACTORS

In an attempt to determine whether personal characteristics interacted with variables concerning utilization, a number of cross-tabulations were calculated. Personal characteristics of users, non users, elementary teachers, secondary teachers, principals and administrators were cross-tabulated with a substantial number of DETV factors. Although several of the chi squares calculated on these cross-tabulations were significant, they did not differentiate among teachers on variables that would clearly provide a profile of each group relating personal characteristics to utilization. For example, no significant differences were found between the number of program series a teacher used this season and sex, age, degree held, years of teaching experience, or whether they had attended a television course or a workshop concerning television. Nor did the average number of minutes a week DETV was viewed differentiate groups by personal characteristics.

IX. HIGHLIGHTS

Since the evaluation study was rather complex and extensive, the outstanding findings emanating from the report are presented below:

* The study revealed considerable apathy by school personnel toward DETV. The response rate to all questionnaires was 62.3%. Teacher groups had a 57.2% response followed by principals - 66%, and other school administrators had a 72.4% response rate. In one large school district over 70% of the teachers sampled did not respond to the questionnaire. Indication of apathy is strengthened by the fact that two follow-up letters signed by the State Superintendent, and one letter on behalf of the Ad Hoc Educational Television Committee were sent to each individual sampled to elicit a response.

* There seemed to be rather wide-spread disinterest and dissatisfaction with DETV. When (1) the number of teachers who did not respond to the questionnaire, (2) respondent teachers who were non DETV users, and (3) teacher users to whom the elimination of DETV would matter little were queried, the results of the study indicated that these three groups represented over 80% of the teachers sampled.

* The extent of acceptance of DETV as an instructional system even by teachers who use the network is questionable. The study revealed that only 21% of the elementary teacher users and 14% of the secondary teacher users indicated they would be seriously effected if DETV were discontinued.

* Further lack of commitment to DETV on the part of administrators, teachers, and principals is indicated, in part, by the fact that only 27% of the administrators, 35% of elementary teacher users, and 41% of the principals in the study would prefer to use additional state finances for DETV programming rather than for other instructional supplies.

* Elementary teachers had the highest percent utilization of DETV - 72.2%. Whereas, only 17% of secondary teachers indicated they used DETV in the fall of 1969.

* Elementary teacher users viewed on the average 3.9 program series per individual per week or approximately 90 minutes per individual per week.

* Secondary teacher users of DETV viewed on the average 1.2 program series per individual per week or approximately 112 minutes per individual per week.

* Most program series received favorable ratings by users, but a number of program series probably do not warrant continuance because of the limited use they seem to receive. At the secondary level only Humanities and Profiles in Courage seem to have enough teacher participation to warrant continued viewing.

* Of the programs that spanned elementary and secondary levels, Creative Ceramics was rated only 3 times, Parlons Francais IV only 4 times and Investigating The World of Science only twice. It would seem that these program series might well be deleted from Delaware Educational Television since they seem so little used.

* Over 75% of secondary and 50% elementary teacher respondents that used DETV in the fall of 1969 stated they would use DETV more often if video tape recorders were made available to them.

* Scheduling of program series caused difficulty for all teachers, but secondary teachers found scheduling a particularly difficult problem.

* In general, reasons expressed for non use of DETV were similar for both elementary and secondary teachers. Although about one-half of the secondary teachers indicated conflict between time of day classroom subject was taught and time related DETV program series was televised.

* Over 40% secondary teachers indicated no subject on DETV appropriate for their classroom subject.

* There did not seem to be a consistent criteria for selecting program series. However, during the study period two documents regarding programming and recommended procedures for selecting programs were developed by the Instructional Services Area, Department of Public Instruction.

* The study revealed that local district personnel had very little direct decisions-making functions concerning what programs were shown on DETV in the fall 1969.

* There were very few DETV coordinators or committees either at the district or school level. If coordinators were available they indicated that they spent only a fraction of their time with DETV affairs.

* Teacher users of DETV felt the network was most successful in enriching classroom instruction by bringing into the classroom persons and places not readily available to pupils. The same classification of teachers felt DETV failed to provide successful in-service programs for the instructional staff through demonstrations of classroom techniques by the use of master teachers.

* Personal characteristics as age, sex, degree, years of experience, etc., when cross-tabulated with variables associated with utilization, did not reveal any interactions of note. For example, no significant differences were found between the number of program series a teacher used this season and sex, age, degree held, years of teaching experience, or whether they had attended a course or workshop relating to educational television.

* Comments from the open-ended items on the questionnaires and from personal interviews ranged from highly complimentary to very critical. The authors found it very difficult to summarize appropriately the comments in a paragraph or two, therefore it is recommended that the reader review the total comments section of the main report.

BIBLIOGRAPHY

BIBLIOGRAPHY

1. Godwin, C. Chu and Wilbur Schramm, Learning From Television, Washington, D. C. National Association of Educational Broadcasters, 1968.

2. Department of Public Instruction, School Laws of Delaware 1969, Delaware, Department of Public Instruction, 1969.

3. Wilmington News Journal, 26 April 1969.

4. The Sunday Bulletin, 27 April 1969.

5. Wilmington News Journal, 19 May, 1969.

6. Wilmington News Journal, 24 April 1969.

7. Delaware State News, 24 April 1969.

8. Evening Journal, 5 May 1969.

9. Delaware House of Representatives, 124th General Assembly, House Bill 261, Delaware 1969.

10. "Delaware ETV Network, 1965-66," 1967.

11. "Delaware ETV Network, 1966-67," 1967.

12. "1967-1968 Delaware ETV Utilization," 1968.

13. Dr. Kenneth C. Madden, "Elimination of Funds for ETV for the 1969-70 School Year," April 30, 1969.

14. Educational Television Development Notes, Memorandum of June 11, 1969 from Dr. Paul Hodgson to Directors of Instructional Services Area, Dr. Madden, Mr. F. Niel Postlethwait, and Mr. William Lewis.

APPENDICES

APPENDIX I

SCHEDULE OF ACTIVITIES
D.P.I. EDUCATIONAL TELEVISION EVALUATION COMMITTEE

SCHEDULE OF ACTIVITIES

D.P.I. EDUCATIONAL TELEVISION EVALUATION COMMITTEE

October	13	Interview Bill Lewis
	14	Interview Dr. Hodgson
	15	Preparation of questionnaires
	20	Preparation of questionnaires
	21	Preparation of questionnaires
	22	Final draft questions
	27	Final draft questions
	28	Final draft questions
	29	Completed questionnaires to schools
November	3	Coding of questionnaires
	4	Coding of questionnaires
	5	Start punching
	10	Return questionnaires. Cut-off - Start school interviews
	11	First Questionnaire follow up - Second interview schools
	12	Third interview schools
	17	Absolute cut-off for return questionnaires
	18	End key punching
	19	Cards to Lehigh University
	24	Computer Runs - Lehigh University
	25	Computer Runs - Lehigh University
	26	Computer Runs - Lehigh University
December	1	Analyze interview and questionnaires
	2	Analyze interview and questionnaires
	3	Analyze interview and questionnaires
	8	Analyze Questions
	9	Analyze Questions
	10	Analyze Questions
	15	Write final report
	16	Write final report
	17	Write final report
	22	Write final report
	23	Write final report
	24	Write final report
	29	Print final report
	30	Print final report
	31	Print final report
January	1	Submit final report

APPENDIX II

A. Dr. Madden's Request to Complete Questionnaires - November 5, 1969

B. Memorandum From Ad Hoc Television Committee to
   Chief School Officers - November 3, 1969

C. Dr. Madden's Second Request to Complete Questionnaires - November 12

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION
DOVER, DELAWARE 19901
302-734-5711

November 5, 1969

TO: Selected Professional Educational Personnel

FROM: Dr. Kenneth C. Madden Kenneth C. Madden
State Superintendent

SUBJECT: Evaluation of Delaware Closed Circuit Television Network

The Research Office has forwarded you an evaluation questionnaire to be completed on Delaware Closed Circuit Television Network and returned by November 5, 1969. In order that we may properly assess educational television in Delaware, we urgently need your reply to this questionnaire. Therefore, would you please complete the questionnaire and return it to the Research Office in the envelope provided with the questionnaire.

If you have any questions concerning completion of the questionnaire, please call the Research Office, Telephone: 734-5711, Extension 477/489.

Thank you for your cooperation.

Enclosure

WEW:mh

November 3, 1969

FROM: Ad Hoc Education Television Committee Established By The General Assembly of The State of Delaware

SUBJECT: Evaluation of Delaware Closed Circuit ETV Network

The 125th General Assembly created an Ad Hoc Educational Television Committee whose responsibility is to conduct a comprehensive evaluation of Delaware Educational Television to date, and to assess its future potential as a tool of instructional education. The report of our Committee is to be presented to the General Assembly and the Governor by January 1, 1970.

You have recently received a questionnaire concerned with the utilization of Educational Television in the Delaware schools, the results of which will constitute a very vital part of the final report of the ETV Committee.

The Committee is aware of the many demands on your time, but urgently requests that these questionnaires be given prompt and serious consideration. We regret the time is limited, but we know you share our concern for the necessity to be as thorough as possible within the schedule imposed upon us.

We thank you in advance for your cooperation.

Sid Shaw, Chairman
The Hon Herbert A. Lesher, Vice-Chairman
Martha G. Bachman, Secretary MGB
Mr. William H. Clark
Mr. John Murray
The Rev. William J. Campbell
The Hon. Louise T. Conner
Mr. F. Niel Postlethwait
Mr. Lemuel O. Boone, Jr.
Dr. Luna I. Mishoe
Mr. Paul K. Weatherly
The Hon. Pierre S. duPont, IV
Dr. George V. Kirk

mh

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION
DOVER, DELAWARE 19901
302-734-5711

SECOND REQUEST

TO: Selected Teachers

FROM: Dr. Kenneth C. Madden
State Superintendent

SUBJECT: Evaluation of Delaware Closed Circuit Television Network

This is a second follow-up request. Please complete and return the Educational Television evaluation questionnaire that was sent to you. Your immediate response is vitally needed to determine the effectiveness of Delaware's Closed Circuit Educational Television Network (DETV).

As you are aware, there are three parts to the survey form:

1. Personal Data
2. User Section (for teachers who are using DETV Fall 1969)
3. Non-user Section (for teachers who are not using DETV Fall 1969)

Please complete the personal data section and the applicable user or non-user section.

The Department of Public Instruction is aware of the many demands on your time, but we urgently request that the questionnaire be given prompt and serious consideration.

If you have any questions concerning the completion of the forms, please call Research, Planning, and Evaluation, telephone number 734-5711, extension 477/489.

If you have already submitted the questionnaire to the Research Office, please disregard this memo.

November 12, 1969

APPENDIX III

SUPERVISOR PROGRAM PREVIEW SURVEY - NOVEMBER 19, 1969

A. INTERVIEW SCHEDULE

B. PRINCIPAL AND TEACHER INTERVIEW FORMAT

C. STUDENT INTERVIEW FORMAT

D. PUPIL INTERVIEW QUESTIONNAIRE

STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION
DOVER, DELAWARE 19901
302-734-5711

NOV 19 1969

TO: All Supervisors, Instructional Services

THRU: Division Directors, Instructional Services Area

FROM: Delaware Educational Television Evaluation Committee

SUBJECT: Preview of Programs Presented on DETV for 1969-70

Director ________________________________

Supervisor ________________________________

In order to ascertain the impact of the Department of Public Instruction's participation in scheduling and planning programs shown on DETV for 1969-70, our committee is requesting your help.

We realize that we have personally contacted several of you already, however it has been difficult to coordinate the activities of all those concerned persons who have participated in making a contribution to DETV for this school year.

In order to submit a complete report to the Legislature by January 1, 1970, we need the following information for each program presented on DETV for 1969-70:

(1) The names of the programs you previewed

(2) When you previewed the program (date)

(3) The location of the preview (ETV Building, local district, etc.)

(4) The recommendation you forwarded to DETV concerning programs in your content area (Discontinue, Continue, etc.)

This letter contains a complete list of programs that were suggested for viewing during the 1969-70 school year. If you previewed the program, please place a check in the proper column and complete the remaining columns.

Please return your form to: DETV Evaluation, Division of Research, Planning and Evaluation, Department of Public Instruction.

Thank you for your cooperation.

WEW:mh

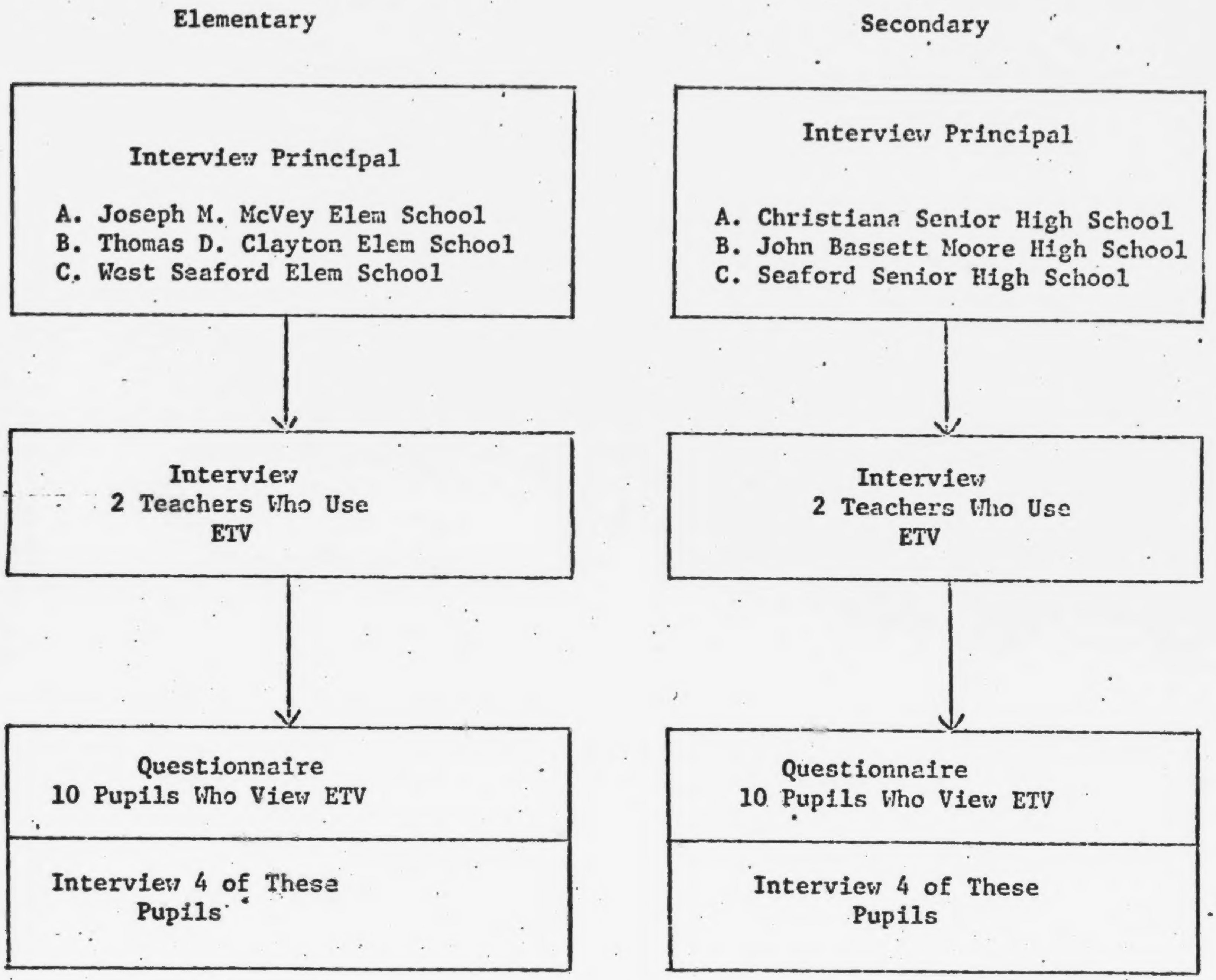
Name of Program	Check Programs You Previewed	Date Previewed	Location of Preview	Recommendation Forwarded to DETV
1. Roundabout				
2. Let's Go Sciencing				
3. Meet the Arts				
4. You and Eye				
5. The City				
6. Sportsmanlike Driving				
7. Art & Architecture				
8. Creative Ceramics				
9. People Sell People				
10. Tell Me A Story				
11. Preparatory English				
12. Deutschlandspeigel				
13. Listen and Say/ Sounds to Say				
14. Language Lane				
15. Engineering - A Career for Tomorrow				
16. Mechanical Drawing				
17. Leonard Bernstein Concerts				
18. Cover to Cover				
19. Quest for the Best				
20. Washington - The First President				
21. Vocations for Tomorrow				
22. The Wordsmith				
23. From Me to You				
24. Franklin to Frost				
25. Humanities				

Name of Program	Check Programs You Previewed	Date Previewed	Location of Preview	Recommendatio Forwarded to DETV
26. Parlons Francais (I)				
27. Parlons Francais (II)				
28. Parlons Francais (III)				
29. En France (I)				
30. En France (II)				
31. Aspects De France				
32. Spanish				
33. Languages in Other Countries				
34. It's About Work				
35. Marriage & Family Living				
36. A Healthier You				
37. Health: Your Decision				
38. All About You				
39. Grow Up Smiling				
40. Contouring Your Figure				
41. Gymnastics for Girls				
42. Vim/Vigor				
43. Why Exercise				
44. Sounds of our Times				
45. Become a Sophisticated Consumer				
46. Geometry Without Numbers				
47. Algebra				
48. Methods of Measure				
49. Sing, Children, Sing				
50. Stepping Into Rhythm				
51. Stepping Into Melody				

Name of Program	Check Programs You Previewed	Date Previewed	Location of Preview	Recommendati Forwarded to DETV
52. Watch It, Johnny!				
53. Safety is For You				
54. In Case of Fire				
55. First Aid on the Spot				
56. Food to Grow On				
57. Scienceland				
58. Science is Everywhere				
59. Science is Discovery				
60. Exploring with Science				
61. Space-Age Science				
62. Earth Science				
63. Let's Investigate				
64. Science is Fun				
65. The Adventure of Science				
66. Investigating the World of Science				
67. Conservation				
68. Take a Closer Look				
69. If Maps Could Talk				
70. What Maps Can Tell Us				
71. Geography				
72. Biography				
73. Lincoln Story				
74. Our Changing Community				
75. Pilgrims Travels				
76. Preparatory English				
77. Delaware Up to Now				
78. Americans All				

Name of Program	Check Programs You Previewed	Date Previewed	Location of Preview	Recommenda Forwarde to DETV
79. Places in the News				
80. NASA Monthly Report				
81. Our World of Economics				
82. The American Negro				
83. Profiles in Courage				
84. The Communists				
85. World Cultures				
86. World News Roundup				
87. Student Press Conference				
88. Youth Forum				
89. Delaware Day				

INTERVIEW SCHEDULE


Elementary
Interview Principal
A. Joseph M. McVey Elem School
B. Thomas D. Clayton Elem School
C. West Seaford Elem School
Interview
2 Teachers Who Use
ETV
Questionnaire
10 Pupils Who View ETV
Interview 4 of These
Pupils
Secondary
Interview Principal
A. Christiana Senior High School
B. John Bassett Moore High School
C. Seaford Senior High School
Interview
2 Teachers Who Use
ETV
Questionnaire
10 Pupils Who View ETV
Interview 4 of These
Pupils

PRINCIPALS AND TEACHERS INTERVIEW

1. What do you really think of DETV?

2. What do you think your district commitment has been to DETV?

3. What is your building policy on the use of DETV?

4. What can be done to improve DETV:
    A. Add or Delete Specific Programs?
    B. Scheduling?
    C. Previewing?
    D. Video Tape?
    E. State-Local Cooperation?
    F. Should State Supervisors act as the utilization persons for DETV?

STUDENT INTERVIEW

1. How many different ETV programs did you watch last week?

   Which ones?

2. Did you learn anything from those programs?

   What?

3. Does your teacher ask you to look for certain things before you watch an ETV program?

4. Do you talk about the programs with the teacher after you watch them?

5. What would you like to see on ETV that you have never seen before?

6. What do you really think of ETV?

PUPIL INTERVIEW

COLUMN

1. School ______________________________ ___ ___ 1-2

2. District ______________________________ ___ ___ 3-4

3. Grade Level ______________________________ ___ ___ 5-6

4. Sex 1. Male ☐ 2. Female ☐ 7

5. What course of study are you enrolled in? 8

   1. Vocational ____ 3. College Prep ____
   2. General ____ 4. Other - Please List ____

6. What are your plans after high school? 9

   1. Higher Education ____
   2. Employment ____
   3. No definite idea ____

7. How many separate program series of ETV have you viewed this year? 10

   1. 1 ____ 3. 3 ____ 5. 5 ____
   2. 2 ____ 4. 4 ____ 6. 6 or more ____

8. What are the names of the program series you have viewed this year? 11-25

   1. ______________________________
   2. ______________________________
   3. ______________________________
   4. ______________________________
   5. ______________________________
   6. ______________________________

9. What is the average number of minutes you view educational television per week during the present school year? 26-28

   ________ ___ ___ ___

10. We would like to have your opinion about educational television in response to the following questions:

    a. Do you find the programs interesting? (Check one) 1. Yes ☐ 2. No ☐ 29

    b. Do you think you learn as well from classes using educational television programs as from regular classroom instruction? (Check one) 1. Yes ☐ 2. No ☐ 30

    c. Do you think television program instruction adds to what you get in class instruction? (Check one) 1. Yes ☐ 2. No ☐ 31

    d. Would you rather watch television lessons than have class lessons? (Check one) 1. Yes ☐ 2. No ☐ 32

COLUMN

33

11. Is television in school: (Check one)

    1. Worth it ____
    2. O.K. ____
    3. A waste of time ____

12. What suggestions and recommendations would you make for the improvement of DETV instructional service?

____

____

____

____

____

APPENDIX IV

A. RECOMMENDATIONS AND PROCEDURES FOR EDUCATIONAL TELEVISION RESPONSIBILITY

B. D.P.I. GUIDELINES FOR USE OF EDUCATIONAL TELEVISION RESOURCES CENTER

POLICIES AND PROCEDURES FOR IMPLEMENTING PROGRAMS

RECOMMENDATIONS AND PROCEDURES
FOR
EDUCATIONAL TELEVISION RESPONSIBILITY

A. ADMINISTRATION

1. Scheduling of programs for transmission should be a responsibility of ETV personnel in accordance with guidelines established by Instructional Services Area.

2. Problems arising in the local school districts pertaining to ETV transmission and operation should be handled by the Director of ETV and appropriate staff personnel.

3. Regular meetings should be held involving ETV director and program supervisor, directors, and interested supervisors relating to programming and related areas of concern.

4. Program previewing procedures should be established in order to apprise directors and supervisors of latest developments and innovations.

5. ETV programming should constitute a vital part of instruction in conjunction with the multimedia approach to learning.

6. Supervisory personnel should include ETV activities as part of monthly report.

7. Directors (including Director of Research) should cooperatively develop an instrument for collecting information from the local school districts in the following areas:

    a. Series Utilized
    b. Subject and/or Grade Level
    c. Contribution to Instruction
    d. Comments/Recommendations

    The information should be collected through the Research Office.

B. PROGRAMMING

1. Supervisor of TV Programming should prepare (classify by subject area) an annotated list of current materials available giving pertinent information about their possible use.

2. Supervisors should preview all programs and make appropriate recommendations.

3. Supervisor of Curriculum or Programs at ETV should notify appropriate director of new programs for previewing.

4. Directors will assign responsibilities to appropriate supervisors in respect to program requests from ETV.

5. Supervisors should become completely familiar with and responsible for all content approval.

6. Supervisors should be alert to local needs and reflect them in program ideas through the director. Final action resides cooperatively with the directors, assistant superintendent, and administrative council.

7. Concerted effort should be undertaken to coordinate ETV programming with the instructional program in the classroom.

8. Local school districts should attempt to provide video-tape recorders to facilitate and adapt programming to local instructional needs.

9. Mobile television and video-tape facilities should be made available for supervisory and/or local district use for inservice education and recognition of outstanding and innovative programs.

C. SUPERVISION

1. Supervisory personnel should consider ETV as part of their total responsibility for instructional programs which stress the multimedia approach.

2. Supervisory personnel should collect information and make routine checks on the utilization of ETV in their areas of responsibility as part of their relationships with the local school districts.

3. Program preview and program recommendations should be related to total supervisory responsibilities. Supervisors should not become ETV supervisors.

4. Supervisor of TV Program Services should provide a liaison relationship with local School District Administration on the effective operation of their TV facilities and Programs.

PMH/MK

DEPARTMENT OF PUBLIC INSTRUCTION

Guidelines to Use Of
Educational Television Resources Center

POLICIES AND PROCEDURES FOR IMPLEMENTING PROGRAMS

I. DIRECT REQUESTS FROM LOCAL DISTRICTS - and from other agencies, organizations or individuals - referred for action.

1. Requests should be encouraged and received from any source by any DPI Supervisors, Directors, staff members, etc. at any time.

2. The request should be referred by brief written memo to the appropriate DPI Director with copy to District persons who made the original request and to the Assistant Superintendent.

II. INVOLVING USE OF PROGRAMS With Existing Materials Available.

1. Ideas from Supervisor through Division Director.
2. Recommendation to ETV Director - request for list of available materials.
3. Supervisor of ETV and Supervisor Instructional Division jointly select program, agree upon, sign and move to Directors.
4. Authority for action signed by Director of ETV and Director of Division concerned.
5. Program scheduled and transmitted by ETV.

III. PREVIEWING PROGRAMS

1. Cooperative arrangements between

   Supervisor of ETV Programs.
   Supervisor of Instruction section concerned

IV. INVOLVING PRODUCTION

1. Ideas from Supervisor through Division Director.
2. Director of Division to ETV Director. (Copy to Assistant Superintendent.)
3. Director of ETV alerts his personnel through "work order" to accomplish the projected programs. (Copy to Director of Division and Assistant Superintendent.)

   a. Supervisor of ETV programs contacts appropriate Instructional Supervisor for development of plan.

   b. The Supervisors jointly prepare, agree upon, and sign the detailed plan. Copies are then sent to the two respective Directors -- ETV and other Instructional Divison. (Copy to Asst. Superintendent)

4. Evaluation Conference With Directors Concerned (ETV and others)

   a. Administration -- organization of projected program.
   b. Funding
   c. Assigned responsibility

5. Approved by Assistant Superintendent and Administrative Council.
6. Implementation by ETV -- final disposition -- Transmission.
7. Local school personnel should refer requests through appropriate DPI Director.

PMH/mmk

10/20/69

State Department of Public Instruction

"Curriculum and ETV Programming Development"

Procedure for Initiating ETV Programs

1. Curriculum Content Supervisor and Director agree on idea to be recommended.

2. Director signs and authorizes Content Supervisor to confer with ETV Program Supervisor on feasibility and possibility for implementation. (Proposed Production)

3. When determined feasible, they jointly develop a detailed proposal, prepare abstract, agree upon, sign, and move to their respective Directors for approval.

4. Directors evaluate proposal and establish:

    a. Priorities, Organization, Administration

    b. Budget

    c. Assigned responsibilities

5. Approved by Assistant Superintendent and Administrative Council.

6. Program scheduled and transmitted by ETV.

- -

Procedure for previewing programs -- a cooperative arrangement between:

1. Supervisor of ETV programs and Supervisor of Curriculum Section, or

2. Direct contact with ETV Traffic Department (Phone 674-3060).

- -

Procedure for handling technical trouble calls from schools

1. Telephone calls should be made to ETV Technical Service - 674-3095

2. Information will be received and referred to FIELD SERVICE.

PMH/mmk
10/13/69

State Department of Public Instruction

"Curriculum and ETV Programming Development"

Initiating Programs in ETV Proposals

- - - - - - - - - - - -

Idea recommended by ____________________ ____________________ __________
(Signed by) (Supervisor Director Date

- - - - - - - - - - - -

Proposed Production ____

Number in Series __________

Target Date ________________

Production Date ________________

Agency Requesting ______________________________________

Abstract:

APPROVAL:

________________________	______	________________________	______
Curriculum Content Supervisor	Date	ETV Program Supervisor	Date
________________________	______	________________________	______
Division Director	Date	ETV Division Director	Date

______________________ ______
Assistant Superintendent Date

Copies to: 1) Division Director
2) ETV Director
3) Curriculum Supervisor
4) ETV Program Supervisor
5) Assistant Superintendent of Instruction

APPENDIX V

RESPONSES TO ELEMENTARY TEACHER QUESTIONNAIRE

RESPONSES TO ELEMENTARY TEACHER QUESTIONNAIRE

PERSONAL DATA	USER		NON USER	
	Frequency	Percent	Frequency	Percent
1. Questionnaire Number				
2. Grade level you teach:				
01 - Kindergarten	19	7.9	7	8.3
02 - First	46	19.1	5	6.0
03 - Second	35	14.5	2	2.4
04 - Third	35	14.5	7	8.3
05 - Fourth	40	16.6	7	8.3
06 - Fifth	28	11.6	7	8.3
07 - Sixth	24	10.0	15	17.9
08 - Ungraded Elementary (Other than special)	3	1.3	3	3.6
09 - Special Education	8	3.3	8	9.5
10 - Art	0	0.0	5	6.0
11 - Music	1	.4	9	10.7
12 - Physical Education	2	.8	6	7.1
13 - Reading	0	0.0	3	3.6
	241	100.0	84	100.0
3. Sex				
1. Male	27	11.2	16	19.0
2. Female	214	88.8	67	79.8
3. No response	0	0.0	1	1.2
	241	100.0	84	100.0

	USER		NON USER	
	Frequency	Percent	Frequency	Percent
4. Age				
1. 20-29 years old	105	43.6	30	35.7
2. 30-39 years old	46	19.1	12	14.3
3. 40-49 years old	40	16.6	27	32.1
4. 50-59 years old	29	12.0	11	13.1
5. 60 or over	21	8.7	4	4.8
6. No response	0	0.0	0	0.0
	241	100.0	84	100.0
5. Highest degree earned:				
1. Less than BA	8	3.3	3	3.6
2. BA	198	82.2	62	73.8
3. MA	35	14.5	19	22.6
4. Doctorate	0	0.0	0	0.0
5. No response	0	0.0	0	0.0
	241	100.0	84	100.0
6. Years of professional educational experience:				
1. Less than 1 year	19	7.9	5	6.0
2. 1-5 years	88	36.5	27	32.1
3. 6-10 years	44	18.3	14	16.7
4. Over 10 years	89	36.9	38	45.2
5. No response	1	.4	0	0.0
	241	100.0	84	100.0
7. Type of Certificate you hold:				
1. Substandard includes limited, provisional (degree or nondegree), temporary emergency (degree or nondegree), and temporary-vocational-technical.	20	8.3	11	13.1
2. Standard includes professional status and standard	219	90.9	72	85.7
3. No response	2	.8	1	1.2
	241	100.0	84	100.0
8. Have you ever received any formal training (College Course) in the use of instructional media that included instruction in TV?				
1. Yes, an entire course	11	4.6	4	4.6
2. Yes, as part of a more comprehensive course	58	24.1	15	17.8
3. No formal training in instructional media	168	69.7	63	75.2
4. No response	4	1.6	2	2.4
	241	100.0	84	100.0

	USER		NON USER	
	Frequency	Percent	Frequency	Percent
9. Have you ever attended an ETV workshop for classroom teachers?				
1. Yes	32	13.3	7	8.3
2. No	205	85.0	74	88.1
3. No response	4	1.7	3	3.6
	241	100.0	84	100.0
10. How effective do you consider ETV workshops to be?				
1. Very effective	14	5.8	2	2.4
2. Moderately effective	29	12.0	4	4.8
3. Effective for about half the goals..	7	2.9	1	1.2
4. Moderately ineffective	5	2.1	1	1.2
5. Very ineffective	1	.4	1	1.2
6. Have never attended	178	73.9	70	83.2
7. No response	7	2.9	5	6.0
	241	100.0	84	100.0
11. Where did you have formal instruction or workshop in TV or educational media?				
1. None	158	65.6	60	71.3
2. University of Delaware	14	5.8	3	3.6
3. Delaware State College	4	1.7	4	4.8
4. Other institution(s) (Including public schools)	45	18.7	12	14.3
5. A combination of the above	6	2.4	0	0.0
6. No response	14	5.8	5	6.0
	241	100.0	84	100.0

12. What was the last year in which you were enrolled in a course which included instruction in TV?

USER SECTION

	USER	
	Frequency	Percent
Questions Regarding Last Year		
14. Did you use DETV last year (1968-69) in your classroom for pupil instruction?		
1. Yes	193	80.1
2. No	45	18.7
3. No response	3	1.2
	241	100.0
15. How many years have you used DETV in your classroom?		
1. None	33	13.7
2. One	29	12.0
3. Two	33	13.7
4. Three	45	18.7
5. Four	48	19.9
6. Five	25	10.4
7. Six or more	17	7.1
8. No response	11	4.5
	241	100.0
16. How many separate program series did you see last year?		
1. None	43	17.8
2. One	12	5.0
3. Two	23	9.5
4. Three	46	19.1
5. Four	46	19.1
6. Five	37	15.4
7. Six or more	27	11.2
8. No response	7	2.9
	241	100.0
17. In general, was the programming satisfactory last year?		
1. Yes	184	76.3
2. No	17	7.1
3. No response	40	16.6
	241	100.0
18. I have previewed all program series on DETV applicable to my grade level.		
1. Yes	74	30.7
2. No	146	60.6
3. No response	21	8.7
	241	100.0

	USER	
Current Year	Frequency	Percent
19. What do you believe the attitude of your Principal is toward the use of DETV?		
1. Favorable	222	92.1
2. Neutral	17	7.1
3. Unfavorable	0	0.0
4. No response	2	.8
	241	100.0
20. Has your Principal advocated the use of DETV?		
1. Yes	212	88.0
2. No	19	7.9
3. No response	10	4.1
	241	100.0
21. In general, is the reception of DETV good?		
1. Yes	235	97.5
2. No	6	2.5
3. No response	0	0.0
	241	100.0
22. In general, is the TV equipment promptly serviced when required?		
1. Yes	204	84.6
2. No	18	7.5
3. No response	19	7.9
	241	100.0
23. If video-tape recorders were available, making it possible to record a program and show it when you want it, would you use DETV programs more often?		
1. Yes	141	58.5
2. No	86	35.7
3. No response	14	5.8
	241	100.0
24. Has anyone ever instructed you in making adjustments on the TV set that you use (contrast, brightness, vertical hold, etc.)?		
1. Yes	92	38.2
2. No	149	61.8
3. No response	0	0.0
	241	100.0

	USER Frequency	USER Percent
25. Do you feel you need instruction in how to operate TV sets more effectively?		
1. Yes	25	10.4
2. No	215	89.2
3. No response	1	.4
	241	100.0
26. An operable set is available for my use when I want it:		
1. All of the time	168	69.7
2. Most of the time	68	28.2
3. Seldom	4	1.7
4. No response	1	.4
	241	100.0
27. If your answer to Item 26 was seldom(3), would you use DETV more if an operable set were available?		
1. Yes	9	3.7
2. No	5	2.1
3. No response	227	94.2
	241	100.0
28. In your opinion, is DETV successful in providing in-service programs for the instructional staff through demonstrations of classroom techniques through the use of master teachers?		
1. Very successful	41	17.0
2. Moderately successful	110	45.6
3. Moderately unsuccessful	29	12.0
4. Very unsuccessful	17	7.1
5. No response	44	18.3
	241	100.0
29. What do you believe the attitude of the State Department of Public Instruction Elementary Subject Matter Supervisors is toward the use of DETV?		
1. Favorable	125	51.9
2. Neutral	61	25.3
3. Unfavorable	10	4.1
4. No response	45	18.7
	241	100.0
30. To your knowledge, have the State Department of Public Instruction Elementary Subject Matter Supervisors advocated by speech, newsletter, etc., the utilization of DETV?		
1. Yes	97	40.2
2. No	95	39.5
3. No response	49	20.3
	241	100.0

	USER	
	Frequency	Percent
31. Are you or have you ever been involved in planning and/or decisions concerning the use of DETV in your building?		
1. Yes	62	25.7
2. No	170	70.6
3. No response	9	3.7
	241	100.0
32. Did you view the program, ETV-70, a presentation by Dr. Madden, Dr. Hodgson, and the DETV staff, concerning plans and activities for educational television for 1969-70, which was telecast on DETV in September 1969?		
1. Yes	24	10.0
2. No	216	89.6
3. No response	1	.4
	241	100.0
33. Did you receive the flyer announcing the telecast of ETV-70?		
1. Yes	85	35.3
2. No	133	55.2
3. No response	23	9.5
	241	100.0
34. If additional State financial aid were available this year for elementary education, which of the following do you believe would be more useful to you in your efforts to become a more effective teacher?		
1. Increased programming for DETV	85	35.3
2. Additional instructional supplies other than DETV	127	52.7
3. No response	29	12.0
	241	100.0
35. Have you received a copy of the 1969-70 DETV Teacher's Handbook (Program Schedule in Newspaper Format)?		
1. Yes	232	96.3
2. No	7	2.9
3. No response	2	.8
	241	100.0
36. If you received the 1969-70 DETV Teacher's Handbook (Program Schedule), do you consider it an adequate guide?		
1. Yes	151	62.6
2. No	78	32.4
3. No response	12	5.0
	241	100.0

	USER	
	Frequency	Percent
37. If you received the DETV Teacher's Handbook (Program Schedule), did you receive it in sufficient time to schedule in your classroom all the programs you wish your pupils to view?		
1. Yes	188	78.0
2. No	44	18.3
3. No response	9	3.7
	241	100.0
38. Have you requested, but not received DETV Teacher's Manuals for any specific programs?		
1. Yes	19	7.9
2. No	212	88.0
3. No response	10	4.1
	241	100.0
39. If you have received specific Teacher's Manual(s) do you consider them adequate instructional guides?		
1. Yes	187	77.6
2. No	12	5.0
3. No response	42	17.4
	241	100.0
40. In your opinion, is DETV successful in providing in-service programs for the instructional staff by presentation of specialists in various fields and/or the use of University personnel?		
1. Very successful	30	12.4
2. Moderately successful	109	45.2
3. Moderately unsuccessful	25	10.4
4. Very unsuccessful	19	7.9
5. No response	58	24.1
	241	100.0
41. In general, does the indication at the beginning of a series of the grade level for which the TV lesson is intended inhibit the use by classroom teachers of the program at other grade levels?		
1. Yes	67	27.8
2. No	166	68.9
3. No response	8	3.3
	241	100.0

	USER	
	Frequency	Percent
42. Please indicate what you consider to be the ideal combination of program length and frequency by checking one item in EACH column below:		
COLUMN A		
1. 10 minutes or less	7	2.9
2. 15 minutes	92	38.2
3. 20 minutes	127	52.7
4. 30 minutes	13	5.4
5. More than 30 minutes	2	.8
6. No response	0	0.0
	241	100.0
COLUMN B		
1. 1 time a week	99	41.1
2. 2 times a week	66	27.4
3. 3 times a week	43	17.8
4. 4 times a week	12	5.0
5. 5 times a week	13	5.4
6. No response	8	3.3
	241	100.0
43. For what level of student ability should DETV be aimed?		
1. Above average student	9	3.7
2. Average student	209	86.8
3. Below average student	10	4.1
4. No response	13	5.4
	241	100.0
44. What do you believe the attitude of your District Superintendent is toward the use of DETV?		
1. Favorable	175	72.6
2. Neutral	31	12.9
3. Unfavorable	0	0.0
4. No response	35	14.5
	241	100.0
45. To your knowledge, has your District Superintendent advocated by speech, bulletin, newsletter, etc., the use of DETV?		
1. Yes	74	30.7
2. No	128	53.1
3. No response	39	16.2
	241	100.0

	USER	
	Frequency	Percent
46. Do you notice any overall difference in the scheduling of DETV this year from last year?		
1. Much better	19	7.9
2. Slightly better	31	12.9
3. No difference noticed	61	25.3
4. Slightly worse	59	24.4
5. Much worse	33	13.7
6. No response	38	15.8
	241	100.0
47. In terms of "time of day" how well does the scheduling of DETV presentations fit your particular needs?		
1. Programs coincide with all of my classes	26	10.8
2. Programs coincide with most of my class schedule.	73	30.3
3. Programs coincide with only some of my class schedule	115	47.7
4. TV doesn't come on at the time I have my classes.	20	8.3
5. No response	7	2.9
	241	100.0
48. Do you think the timing and frequency of DETV program information notices (reminders of new or special programs, FOCUS, etc.) are appropriate?		
1. Yes	181	75.1
2. No	49	20.3
3. No response	11	4.6
	241	100.0
49. In your opinion, is DETV successful in supplementing regular instructional programs by providing television programs which provoke discussion and expand the pupil's study?		
1. Very successful	87	36.1
2. Moderately successful	141	58.5
3. Moderately unsuccessful	4	1.7
4. Very unsuccessful	2	.8
5. No response	7	2.9
	241	100.0
50. Is there a DETV coordination committee or individual responsible for DETV coordination in your building?		
1. Yes	38	15.8
2. No	190	78.8
3. No response	13	5.4
	241	100.0

	USER	
	Frequency	Percent
51. If there is an individual responsible for DETV in your building, how much time does he or she devote to DETV?		
1. More than 1/2 of time	2	.8
2. About 1/2 of time	2	.8
3. Less than 1/2 of time	31	12.9
4. No coordinator	159	66.0
5. No response	47	19.5
	241	100.0
52. If there is an individual responsible for DETV coordination or a DETV coordinating committee in your building, have you been consulted concerning scheduling and/or programming of ETV?		
1. Yes	30	12.4
2. No	77	32.0
3. No response	134	55.6
	241	100.0
53. In your opinion, is DETV successful in providing state-wide coverage in fields of critical needs such as safety programs, education regarding drugs, etc.?		
1. Very successful	39	16.2
2. Moderately successful	136	56.3
3. Moderately unsuccessful	17	7.1
4. Very unsuccessful	5	2.1
5. No response	44	18.3
	241	100.0
54. Is there a DETV coordinator or DETV committee in your district?		
1. Yes	41	17.0
2. No	113	46.9
3. No response	87	36.1
	241	100.0
55. If there is a DETV coordinator in your district, does he ever consult with you concerning scheduling and/or programming of DETV?		
1. Yes	22	9.1
2. No	96	39.9
3. No response	123	51.0
	241	100.0

	USER	
	Frequency	Percent
56. If there is no DETV coordinator or committee available, has your Principal ever consulted with you on the use of DETV?		
1. Yes	96	39.8
2. No	78	32.4
3. No response	67	27.8
	241	100.0
57. For most of the lessons available from DETV, at what level do the lessons generally aim?		
1. Above average student	23	9.5
2. Average student	204	84.6
3. Below average student	4	1.8
4. No response	10	4.1
	241	100.0
58. In your opinion, how do the programs from the DETV Center rate in offering more experiments, demonstrations and other resources which are not usually available to the classroom teacher?		
1. There are too many demonstrations, experiments	7	2.9
2. There are about the right amount of demonstrations, experiments, etc.	182	75.5
3. There are too few demonstrations, experiments	31	12.9
4. No response	21	8.7
	241	100.0
59. In your opinion, is DETV successful in enriching classroom instruction by bringing into the classroom persons and places not readily available to pupils?		
1. Very successful	122	50.7
2. Moderately successful	110	45.7
3. Moderately unsuccessful	3	1.2
4. Very unsuccessful	3	1.2
5. No response	3	1.2
	241	100.0
60. What do you believe the attitude of your District Supervisor(s) is toward the use of DETV?		
1. Favorable	154	63.9
2. Neutral	34	14.1
3. Unfavorable	1	.4
4. No response	52	21.6
	241	100.0
61. To your knowledge, has your District Supervisor(s) advocated by speech, bulletin, newsletter, etc., the use of DETV?		
1. Yes	80	33.2
2. No	103	42.7
3. No response	58	24.1
	241	100.0

	USER	
	Frequency	Percent
62. For most of the televised lessons you have seen this year, how appropriate is the pacing, that is the rate at which the information is presented?		
1. Pacing is too fast	16	6.6
2. Pacing is about right	215	89.2
3. Pacing is too slow	5	2.1
4. No response	5	2.1
	241	100.0
63. Considering the TV teachers and lessons which you have observed this year, in your opinion, how well do they serve as models for effective teaching?		
1. Good models for self-improvement by the average classroom teacher	120	49.8
2. As models of teaching, neither better nor worse than the average classroom teacher	113	46.8
3. Poor models for self-improvement by average classroom teacher	4	1.7
4. No response	4	1.7
	241	100.0
64. In your opinion, is DETV successful in enriching instruction by providing up-to-date items concerning current events:		
1. Very successful	61	25.3
2. Moderately successful	109	45.2
3. Moderately unsuccessful	14	5.8
4. Very unsuccessful	7	2.9
5. No response	50	20.8
	241	100.0
65. Has your subject matter supervisor consulted with you on the use of DETV?		
District Supervisor		
1. Yes	27	11.2
2. No	173	71.8
3. No response	41	17.0
	241	100.0
State Department of Public Instruction Supervisor		
1. Yes	12	5.0
2. No	179	74.3
3. No response	50	20.7
	241	100.0

	USER	
	Frequency	Percent
66. Do you believe that the grade level for which a DETV lesson is primarily intended should be indicated?		
1. Yes	210	87.1
2. No	25	10.4
3. No response	6	2.5
	241	100.0
67. In your opinion, is DETV successful in supplementing regular instructional programs in areas such as literature, science, humanities, mathematics, behavorial sciences, etc.?		
1. Very successful	90	37.3
2. Moderately successful	121	50.2
3. Moderately unsuccessful	11	4.6
4. Very unsuccessful	5	2.1
5. No response	14	5.8
	241	100.0
68. How would the elimination of DETV effect your classroom instructional program?		
1. Seriously	50	20.7
2. Moderately	113	46.9
3. Little	71	29.5
4. No response	7	2.9
	241	100.0
69. Do particular lesson programs fit into your curriculum objectives?		
1. Most of the time	111	46.1
2. Some of the time	113	46.9
3. Never	2	.8
4. Seldom	12	5.0
5. No response	3	1.2
	241	100.0
70. Is the grade level for which the televised lesson is designated suitable for Delaware students at the same grade level?		
1. Yes	207	85.9
2. No	21	8.7
3. No response	13	5.4
	241	100.0

	USER	
	Frequency	Percent
71. What should be the main purpose of televised teaching?		
1. To teach the core content of a subject area........	4	1.7
2. To supplement the teaching of the core content of a subject matter area by providing additional basic facts and concepts.	69	28.6
3. To enrich the development of basic subject matter by providing additional examples, applications, implications, etc. to the facts that are presented by the classroom teachers.........................	152	63.1
4. To provide in-service programs for instructional staff	0	0.0
5. No response	16	6.6
	241	100.0
72. In your opinion, is DETV successful in giving direct instruction in subject areas where low student populations are unable to support the services of specialized teachers?		
1. Very successful	44	18.3
2. Moderately successful	107	44.4
3. Moderately unsuccessful	35	14.5
4. Very unsuccessful	5	2.1
5. No response	50	20.7
	241	100.0
73. Do the televised lessons provide learning opportunities that otherwise would be unavailable to your students?		
1. Yes	182	75.5
2. No	44	18.3
3. No response	15	6.2
	241	100.0
74. Does the selection of a particular televised lesson fill a gap at a particular grade level or in a particular subject area?		
1. Yes	164	68.0
2. No	56	23.3
3. No response	21	8.7
	241	100.0
75. In your opinion, is DETV successful in giving direct instructional teaching in areas such as elementary foreign language science, mathematics, etc.?		
1. Very successful	33	13.7
2. Moderately successful	119	49.4
3. Moderately unsuccessful	21	8.7
4. Very unsuccessful	14	5.8
5. No response	54	22.4
	241	100.0

	USER	
	Frequency	Percent
76. Does the DETV Network Master Schedule Plan allow for adequate previewing before the program and followup after the program?		
1. Yes	121	50.2
2. No	85	35.3
3. No response	35	14.5
	241	100.0
77. How many televised lesson series are you using this year?		
1. One	23	9.5
2. Two	59	24.5
3. Three	49	20.3
4. Four	36	14.9
5. Five	33	13.8
6. Six or more	38	15.8
7. No response	3	1.2
	241	100.0
78. What is the average number of minutes per week you use DETV in your classroom?		
1. 10-30 minutes	53	22.0
2. 31-60 minutes	91	37.7
3. 61-90 minutes	64	26.6
4. 91-120 minutes	16	6.6
5. 121-150 minutes	11	4.6
6. No response	6	2.5
	241	100.0
79. Is the preview schedule for this year (the next day's programs are televised starting at 2:30 p.m.) convenient for you?		
1. Yes	79	32.8
2. No	135	56.0
3. No response	27	11.2
	241	100.0
80. Please indicate what you consider to be the ideal time to preview DETV lesson series.		
1. Season before series begins (Sept)	70	29.0
2. Month before series begins	48	19.9
3. Week before series begins	91	37.8
4. Day before series begins	19	7.9
5. No response	13	5.4
	241	100.0

	USER	
	Frequency	Percent
81. Do you have the authority to determine whether you use or do not use DETV in your instructional program?		
1. Yes	219	90.9
2. No	14	5.8
3. No response	8	3.3
	241	100.0

82. Please list any additional comments you may have below:

NON USER SECTION

	NON USER	
	Frequency	Percent
83. Did you use DETV last year (1968-69) in your classroom for pupil instruction?		
1. Yes	40	47.6
2. No	41	48.8
3. No response	3	3.6
	84	100.0
84. I have previewed all program series on DETV applicable to my grade level.		
1. Yes	17	20.2
2. No	56	66.7
3. No response	11	13.1
	84	100.0
85. I am not using Delaware educational television during 1969-70 because:		
a. Mechanical complexity prohibits my use of DETV.		
1. Yes	13	15.5
2. No	51	60.7
3. No response	20	23.8
	84	100.0
b. A television set is not available to me.		
1. Yes	20	23.8
2. No	46	54.8
3. No response	18	21.4
	84	100.0
c. Have you ever made a request for one?		
1. Yes	16	19.0
2. No	45	53.6
3. No response	23	27.4
	84	100.0
d. There are insufficient television sets in my school building.		
1. Yes	28	33.3
2. No	39	46.5
3. No response	17	20.2
	84	100.0

	NON USER	
	Frequency	Percent
e. Television sets are available, but are not operable.		
1. Yes	7	8.3
2. No	55	65.5
3. No response	22	26.2
	84	100.0
f. Television sets are available, but are not installed.		
1. Yes	4	4.8
2. No	60	71.4
3. No response	20	23.8
	84	100.0
g. The reception signal is poor.		
1. Yes	5	6.0
2. No	58	69.0
3. No response	21	25.0
	84	100.0
h. I have never been instructed in making adjustments on DETV sets (contrast, brightness, vertical hold).		
1. Yes	14	16.7
2. No	51	60.7
3. No response	19	22.6
	84	100.0
i. I would use DETV if I had instruction in the kinds of adjustments that are required.		
1. Yes	11	13.1
2. No	50	59.5
3. No response	23	27.4
	84	100.0
j. The subject telecast is appropriate, but is poorly presented.		
1. Yes	8	9.5
2. No	52	61.9
3. No response	24	28.6
	84	100.0
k. There is nothing on DETV related to my grade level.		
1. Yes	11	13.1
2. No	51	60.7
3. No response	22	26.2
	84	100.0

	NON USER	
	Frequency	Percent
l. My class is scheduled in a room in which no DETV hookup is available.		
1. Yes	18	21.4
2. No	49	58.4
3. No response	17	20.2
	84	100.0
m. There is an appropriate telecast subject available, but it is presented in the wrong sequence in the school year. For example, you teach fractions in the fall, and a program for fractions is presented in the spring.		
1. Yes	27	32.1
2. No	40	47.7
3. No response	17	20.2
	84	100.0
n. Subjects available appropriate to my pupil's grade level are not offered on DETV.		
1. Yes	15	17.8
2. No	47	56.0
3. No response	22	26.2
	84	100.0
o. I consider DETV an interference and waste of time.		
1. Yes	4	4.8
2. No	58	69.0
3. No response	22	26.2
	84	100.0
p. I can teach my pupils better for everything offered in my subject area.		
1. Yes	21	25.0
2. No	40	47.6
3. No response	23	27.4
	84	100.0
86. In your opinion, do you think DETV should enrich classroom instruction by bringing into the classroom persons and places not readily available to pupils?		
1. Yes	77	91.6
2. No	2	2.4
3. No response	5	6.0
	84	100.0

	NON USER Frequency	 Percent
87. If video-tape recorders were available, making it possible to record a program and show it when you want it, would you use DETV programs?		
1. Yes	63	75.0
2. No	13	15.5
3. No response	8	9.5
	84	100.0
88. What do you believe the attitude of the State Department of Public Instruction Elementary Subject Matter Supervisors is toward the use of DETV?		
1. Favorable	44	52.4
2. Neutral	20	23.8
3. Unfavorable	2	2.4
4. No response	18	21.4
	84	100.0
89. To your knowledge, have the State Department of Public Instruction Elementary Subject Matter Supervisors advocated by speech, bulletin, newsletter, etc., the utilization of DETV?		
1. Yes	44	52.4
2. No	29	34.5
3. No response	11	13.1
	84	100.0
90. In your opinion, do you think DETV should give direct instruction in subject areas where low student pupulations are unable to support the services of specialized teachers?		
1. Yes	64	76.2
2. No	14	16.7
3. No response	6	7.1
	84	100.0
91. Is there a DETV coordination committee or DETV coordinator in your building?		
1. Yes	8	9.5
2. No	63	75.0
3. No response	13	15.5
	84	100.0

	NON USER	
	Frequency	Percent
92. If there is an individual responsible for DETV coordination in your building, how much time does he or she devote to DETV?		
1. More than 1/2 of time	0	0.0
2. About 1/2 time	3	3.6
3. Less than 1/2 of time	2	2.4
4. No coordinator	57	67.8
5. No response	22	26.2
	84	100.0
93. If there is an individual responsible for DETV coordination or a DETV coordinating committee in your building, have you been consulted concerning scheduling and/or programming of DETV?		
1. Yes	3	3.6
2. No	51	60.7
3. No response	30	35.7
	84	100.0
94. Do you feel that the DETV Center encourages you to ask advice on the use of DETV?		
1. Yes	37	44.1
2. No	29	34.5
3. No response	18	21.4
	84	100.0
95. Do you feel that your district subject supervisor in your subject area encourages you to ask advice on the use of DETV?		
1. Yes	16	19.0
2. No	44	52.4
3. No response	24	28.6
	84	100.0
96. Do you feel the state subject supervisor in your subject area encourages you to ask advice on the use of DETV?		
1. Yes	18	21.4
2. No	42	50.0
3. No response	24	28.6
	84	100.0
97. In your opinion, do you think DETV should provide in-service programs for the instructional staff through demonstrations of classroom techniques through the use of master teachers?		
1. Yes	56	66.7
2. No	19	22.6
3. No response	9	10.7
	84	100.0

	NON USER	
	Frequency	Percent
98. In your opinion, do you think DETV should provide in-service programs for the instructional staff by presentation of specialists in various fields and/or the use of University personnel?		
1. Yes	58	69.1
2. No	16	19.0
3. No response	10	11.9
	84	100.0
99. What do you believe the attitude of your District Supervisor is toward the use of DETV?		
1. Favorable	44	52.4
2. Neutral	20	23.8
3. Unfavorable	2	2.4
4. No response	18	21.4
	84	100.0
100. To your knowledge, has your District Supervisor advocated by speech, bulletin, newsletter, etc., the utilization of DETV?		
1. Yes	26	31.0
2. No	43	51.2
3. No response	15	17.8
	84	100.0
101. In your opinion, do you think DETV should enrich instruction by providing up-to-date items concerning current events?		
1. Yes	78	92.8
2. No	3	3.6
3. No response	3	3.6
	84	100.0
102. I would support the use of DETV given optimal conditions.		
1. Yes	66	78.5
2. No	4	4.8
3. No response	14	16.7
	84	100.0
103. Did you receive the flyer announcing the telecast of ETV-70?		
1. Yes	46	54.7
2. No	34	40.5
3. No response	4	4.8
	84	100.0

	NON USER	
	Frequency	Percent
104. Did you view the program, ETV-70, a presentation by Dr. Madden, Dr. Hodgson, and the DETV staff, concerning plans and activities for educational television for 1969-70, which was telecast on DETV in September 1969?		
1. Yes	9	10.7
2. No	72	85.7
3. No response	3	3.6
	84	100.0
105. What do you believe the attitude of your Principal is toward the use of DETV?		
1. Favorable	61	72.6
2. Neutral	17	20.2
3. Unfavorable	2	2.4
4. No response	4	4.8
	84	100.0
106. Has your Principal advocated the use of DETV?		
1. Yes	58	69.1
2. No	17	20.2
3. No response	9	10.7
	84	100.0
107. In your opinion, do you think DETV should provide state-wide coverage in fields of critical needs such as safety programs, education regarding drugs, etc.		
1. Yes	78	92.8
2. No	4	4.8
3. No response	2	2.4
	84	100.0
108. Are you involved or have you ever been involved in planning and/or decisions concerning the use of DETV in your building?		
1. Yes	8	9.5
2. No	75	89.3
3. No response	1	1.2
	84	100.0
109. If additional State financial aid were available this year for elementary education, which of the following do you believe would be more useful to you in your efforts to become a more effective teacher?		
1. Increased programming for DETV	18	21.4
2. Additional instructional supplies other than DETV.	55	65.5
3. No response	11	13.1
	84	100.0

	NON USER	
	Frequency	Percent
110. Is there a DETV coordinator or DETV committee in your district?		
1. Yes	9	10.7
2. No	37	44.0
3. No response	38	45.3
	84	100.0
111. If there is a DETV coordinator in your district, does he ever consult with you concerning scheduling and/or programming of DETV?		
1. Yes	4	4.8
2. No	44	52.4
3. No response	36	42.8
	84	100.0
112. If there is no DETV coordinator available, has your principal ever consulted with you on the use of DETV?		
1. Yes	23	27.4
2. No	44	52.4
3. No response	17	20.2
	84	100.0
113. In your opinion, do you think DETV should give direct instructional teaching in areas such as elementary foreign language science, mathematics, etc.?		
1. Yes	39	46.4
2. No	32	38.1
3. No response	13	15.5
	84	100.0
114. Have you received a copy of the 1969-70 DETV Teacher's Handbook?		
1. Yes	57	67.9
2. No	27	32.1
3. No response	0	0.0
	84	100.0
115. If you received the 1969-70 DETV Teacher's Handbook (Program Schedule), do you consider it an adequate guide?		
1. Yes	43	51.2
2. No	19	22.6
3. No response	22	26.2
	84	100.0

	NON USER	
	Frequency	Percent
116. If you received the DETV Teacher's Handbook (Program Schedule), did you receive it in sufficient time to schedule the programs you wished your pupils to view?		
1. Yes	43	51.2
2. No	17	20.2
3. No response	24	28.6
	84	100.0
117. What do you believe the attitude of your District Superintendent is toward the use of DETV?		
1. Favorable	52	62.0
2. Neutral	17	20.2
3. Unfavorable	0	0.0
4. No response	15	17.8
	84	100.0
118. To your knowledge, has your District Superintendent advocated by speech, bulletin, newsletter, etc., the use of DETV?		
1. Yes	27	32.1
2. No	40	47.7
3. No response	17	20.2
	84	100.0
119. In your opinion, do you think DETV should supplement regular instructional programs in areas such as literature, science, humanities, mathematics, behavioral sciences, etc.?		
1. Yes	74	88.1
2. No	6	7.1
3. No response	4	4.8
	84	100.0
120. In your opinion, do you think DETV should supplement regular instructional programs by providing television programs which provoke discussion and expand the pupil's study?		
1. Yes	72	85.7
2. No	5	6.0
3. No response	7	8.3
	84	100.0

	NON USER	
	Frequency	Percent
121. Have you requested, but not received, DETV Teacher's Manuals for any specific program?		
1. Yes	4	4.8
2. No	75	89.2
3. No response	5	6.0
	84	100.0
122. Do you think the timing frequency of a DET program informational notices (reminders of new or special programs, FOCUS, etc.) are appropriate?		
1. Yes	43	51.1
2. No	14	16.7
3. No response	27	32.2
	84	100.0

123. Please list any additional comments you may have below:

APPENDIX VI

RESPONSES TO SECONDARY TEACHER QUESTIONNAIRES

RESPONSES TO SECONDARY TEACHER QUESTIONNAIRE

PERSONAL DATA

	USER		NON USER	
	Frequency	Percent	Frequency	Percent
1. Questionnaire Number				
2. Major subject you teach.				
01 - Art	2	3.6	9	3.3
02 - Agriculture	0	0.0	3	1.1
03 - Business Education	0	0.0	21	7.7
04 - Distributive Education	0	0.0	2	.7
05 - Driver Education	0	0.0	10	3.6
06 - Drama and/or Speech	0	0.0	4	1.5
07 - English or Humanities	20	35.6	30	10.9
08 - French	7	12.5	3	1.1
09 - German	0	0.0	0	0.0
10 - Health	0	0.0	2	.7
11 - Home Economics	2	3.6	13	4.7
12 - Industrial Arts	0	0.0	14	5.1
13 - Latin	1	1.8	0	0.0
14 - Mathematics	0	0.0	41	15.0
15 - Music	2	3.6	7	2.6
16 - Physical Education	0	0.0	26	9.5
17 - Russian	0	0.0	1	.4
18 - Science	2	3.6	37	13.5
19 - Social Studies	13	23.2	32	11.7
20 - Spanish	3	5.3	5	1.8
21 - Vocational Education	1	1.8	14	5.1
22 - Reading	1	1.8	0	0.0
23 - Special Education	2	3.6	0	0.0
	56	100.0	274	100.0

	USER		NON USER	
	Frequency	Percent	Frequency	Percent
3. Sex				
1. Male	22	39.3	168	61.3
2. Female	34	60.7	106	38.7
3. No Response	0	0.0	0	0.0
	56	100.0	274	100.0
4. Age				
1. 20-29 years old	16	28.6	99	36.1
2. 30-39 years old	17	30.3	69	25.2
3. 40-49 years old	14	25.0	67	24.5
4. 50-59 years old	7	12.5	30	10.9
5. 60 or over	2	3.6	9	3.3
6. No Response	0	0.0	0	0.0
	56	100.0	274	100.0
5. Highest degree earned:				
1. Less than BA	2	3.6	10	3.6
2. BA	41	73.2	160	58.4
3. MA	12	21.4	101	36.9
4. Doctorate	1	1.8	2	.7
5. No Response	0	0.0	1	.4
	56	100.0	274	100.0
6. Years of Professional Experience:				
1. Less than 1 year	1	1.8	23	8.4
2. 1-5 years	18	32.1	86	31.4
3. 6-10 years	10	17.9	58	21.2
4. Over 10 years	27	48.2	106	38.6
5. No Response	0	0.0	1	.4
	56	100.0	274	100.0
7. Type of Certificate you hold:				
1. Substandard includes limited, provisional (degree or nondegree), temporary emergency (degree or nondegree), and temporary - vocational technical	5	8.9	32	11.7
2. Standard includes professional status and standard	49	87.5	239	87.2
3. No Response	2	3.6	3	1.1
	56	100.0	274	100.0

	USER		NON USER	
	Frequency	Percent	Frequency	Percent
8. Have you ever received any formal training (College Course) in the use of instructional media that included instruction in TV?				
1. Yes, an entire course	5	8.9	16	5.8
2. Yes, as part of a more comprehensive course	12	21.4	65	23.7
3. No formal training in instructional media	38	67.9	192	70.1
4. No response	1	1.8	1	.4
	56	100.0	274	100.0
9. Have you ever attended an ETV workshop for classroom teachers?				
1. Yes	8	14.3	16	5.8
2. No	46	82.1	255	93.1
3. No response	2	3.6	3	1.1
	56	100.0	274	100.0
10. How effective do you consider ETV workshops to be?				
1. Very effective	0	0.0	4	1.5
2. Moderately effective	7	12.5	8	2.9
3. Effective for about half the goals ..	3	5.4	10	3.6
4. Moderately ineffective	2	3.6	8	2.9
5. Very ineffective	0	0.0	1	.4
6. Have never attended	41	73.1	230	84.0
7. No response	3	5.4	13	4.7
	56	100.0	274	100.0
11. Where did you have formal instruction or workshop in TV or educational media?				
1. None	33	58.8	187	68.2
2. University of Delaware	6	10.7	12	4.4
3. Delaware State College	3	5.4	4	1.5
4. Other institution(s) (including public schools)	9	16.1	51	18.6
5. A combination of the above	2	3.6	7	2.6
6. No response	3	5.4	13	4.7
	56	100.0	274	100.0

12. What was the last year in which you were enrolled in a course which included instruction in TV?

	USER		NON USER	
	Frequency	Percent	Frequency	Percent
13. What is your school scheduling organization?				
1. Modular	1	1.8	16	5.8
2. Flexible	9	16.1	28	10.2
3. Modular-Flexible	4	7.1	16	5.8
4. Core	1	1.8	2	.7
5. Small, medium, large group	1	1.8	9	3.3
6. Standard block scheduling	34	60.7	153	55.9
7. Other	2	3.6	14	5.1
8. No response	4	7.1	36	13.2
	56	100.0	274	100.0

USER SECTION

	USER	
Questions Regarding Last Year	Frequency	Percent
15. Did you use DETV last year (1968-69) in your classroom for pupil instruction?		
1. Yes	42	75.0
2. No	11	19.6
3. No response	3	5.4
	56	100.0
16. How many years have you used DETV in your classroom?		
1. This year only	9	16.1
2. Two years	13	23.2
3. Three years	17	30.3
4. Four years	6	10.7
5. Five years	8	14.3
6. No response	3	5.4
	56	100.0
17. How many separate program series did you use last year?		
1. None	10	17.9
2. One	14	25.0
3. Two	15	26.7
4. Three	5	8.9
5. Four	3	5.4
6. Five	2	3.6
7. Six or more	4	7.1
8. No response	3	5.4
	56	100.0
18. In general, was the programming satisfactory last year?		
1. Yes	39	69.6
2. No	10	17.9
3. No response	7	12.5
	56	100.0
19. I have previewed all program series on DETV applicable to my subject area.		
1. Yes	29	51.8
2. No	25	44.6
3. No response	2	3.6
	56	100.0

	USER	
	Frequency	Percent
Current Year		
20. What do you believe the attitude of your Principal is toward the use of DETV?		
1. Favorable	44	78.6
2. Neutral	7	12.5
3. Unfavorable	0	0.0
4. No response	5	8.9
	56	100.0
21. Has your principal advocated the use of DETV?		
1. Yes	42	75.0
2. No	13	23.2
3. No response	1	1.8
	56	100.0
22. In general, is the reception of DETV good?		
1. Yes	50	89.3
2. No	5	8.9
3. No response	1	1.8
	56	100.0
23. In general, is the TV equipment promptly serviced when required?		
1. Yes	41	73.3
2. No	11	19.6
3. No response	4	7.1
	56	100.0
24. If video tape recorders were available, making it possible to record a program and show it when you want it, would you use DETV programs more often?		
1. Yes	42	75.0
2. No	11	19.6
3. No response	3	5.4
	56	100.0
25. Has anyone ever instructed you in making adjustments on the TV set that you use (contrast, brightness, vertical hold, etc.)?		
1. Yes	26	46.4
2. No	30	53.6
3. No response	0	0.0
	56	100.0
26. Do you feel that you need instruction in how to operate TV sets more effectively?		
1. Yes	11	19.6
2. No	43	76.8
3. No response	2	3.6
	56	100.0

		USER
	Frequency	Percent
27. An operable set is available for my use when I want it:		
1. All of the time	39	69.6
2. Most of the time	15	26.8
3. Seldom	1	1.8
4. No response	1	1.8
	56	100.0
28. If your answer to Item 27 was Seldom (3), would you use DETV more if an operable set were available?		
1. Yes	2	3.6
2. No	0	0.0
3. No response	54	96.4
	56	100.0
29. In your opinion, is DETV successful in providing in-service programs for the instructional staff through demonstrations of classroom techniques through the use of master teachers?		
1. Very successful	7	12.6
2. Moderately successful	20	35.7
3. Moderately unsuccessful	5	8.9
4. Very unsuccessful	4	7.1
5. No response	20	35.7
	56	100.0
30. What do you believe the attitude of the State Department of Public Instruction Supervisor in your subject area is toward the use of DETV?		
1. Favorable	35	62.5
2. Neutral	7	12.5
3. Unfavorable	1	1.8
4. No response	13	23.2
	56	100.0
31. To your knowledge, has the State Department of Public Instruction Supervisor, in your subject area, advocated by speech, newsletter, etc., the utilization of DETV?		
1. Yes	34	60.7
2. No	12	21.4
3. No response	10	17.9
	56	100.0
32. Are you or have you ever been involved in planning and/or decisions concerning the use of DETV in your building?		
1. Yes	19	33.9
2. No	35	62.5
3. No response	2	3.6
	56	100.0

	USER	
	Frequency	Percent
33. Did you view the program, ETV-70, a presentation by Dr. Madden, Dr. Hodgson, and the DETV Staff, concerning plans and activities for educational television for 1969-70, which was telecast on DETV in September 1969?		
1. Yes	8	14.3
2. No	47	83.9
3. No response	1	1.8
	56	100.0
34. Did you receive the flyer announcing the telecast of ETV-70?		
1. Yes	25	44.6
2. No	27	48.3
3. No response	4	7.1
	56	100.0
35. If additional State financial aid were available this year for education, which of the following do you believe would be more useful to you in your efforts to become a more effective teacher?		
1. Increased programming for DETV	28	50.0
2. Additional instructional supplies other than DETV	25	44.6
3. No response	3	5.4
	56	100.0
36. Have you received a copy of the 1969-70 DETV Teacher's Handbook (Program Schedule in Newspaper Format)?		
1. Yes	52	92.8
2. No	3	5.4
3. No response	1	1.8
	56	100.0
37. If you received the 1969-70 DETV Teacher's Handbook, (Program Schedule) do you consider it an adequate guide?		
1. Yes	36	64.2
2. No	17	30.4
3. No response	3	5.4
	56	100.0
38. If you received the DETV Teacher's Handbook (Program Schedule), did you receive it in sufficient time to schedule in your classroom all the programs you wish your pupils to view?		
1. Yes	40	71.5
2. No	11	19.6
3. No response	5	8.9
	56	100.0

	USER	
	Frequency	Percent
39. Have you requested, but not received, DETV Teacher's Manuals for any specific programs?		
1. Yes	4	7.1
2. No	48	85.8
3. No response	4	7.1
	56	100.0
40. If you have received specific Teacher's Manual(s), do you consider them adequate instructional guides?		
1. Yes	33	59.0
2. No	4	7.1
3. No response	19	33.9
	56	100.0
41. In your opinion, is DETV successful in providing in-service programs for the instructional staff by presentation of specialists in various fields and/or the use of University personnel?		
1. Very successful	6	10.7
2. Moderately successful	22	39.3
3. Moderately unsuccessful	5	8.9
4. Very unsuccessful	3	5.4
5. No response	20	35.7
	56	100.0
42. In general, does the indication at the beginning of a series of the grade level for which the TV lesson is intended inhibit the use by classroom teachers of the program at other grade levels?		
1. Yes	18	32.1
2. No	33	59.0
3. No response	5	8.9
	56	100.0
43. Please indicate what you consider to be the ideal combination of program length and frequency by checking one item in EACH column below:		
COLUMN A		
1. 10 minutes or less	1	1.8
2. 15 minutes	13	23.2
3. 20 minutes	16	28.6
4. 30 minutes	23	41.1
5. More than 30 minutes	1	1.8
6. No response	2	3.5
	56	100.0

	USER	
	Frequency	Percent
COLUMN B		
1. 1 time a week	16	28.6
2. 2 times a week	17	30.4
3. 3 times a week	9	16.1
4. 4 times a week	3	5.3
5. 5 times a week	8	14.3
6. No response	3	5.3
	56	100.0
44. For what level of student ability should DETV be aimed at?		
1. Above average student	1	1.8
2. Average student	43	76.8
3. Below average student	6	10.7
4. No response	6	10.7
	56	100.0
45. What do you believe the attitude of your District Superintendent is toward the use of DETV?		
1. Favorable	37	66.0
2. Neutral	7	12.5
3. Unfavorable	2	3.6
4. No response	10	17.9
	56	100.0
46. To your knowledge, has your District Superintendent advocated by speech, bulletin, newsletter, etc., the utilization of DETV?		
1. Yes	24	42.9
2. No	25	44.6
3. No response	7	12.5
	56	100.0
47. Do you notice any overall difference in the scheduling of DETV this year from last year?		
1. Much better	2	3.6
2. Slightly better	8	14.3
3. No difference noticed	13	23.2
4. Slightly worse	12	21.4
5. Much worse	10	17.9
6. No response	11	19.6
	56	100.0
48. In terms of "time of day", how well does the scheduling of DETV presentations fit your particular needs?		
1. Programs coincide with all of my classes	6	10.7
2. Programs coincide with most of my class schedule	13	23.2
3. Programs coincide with only some of my class schedule	29	51.9
4. TV doesn't come on at the time I have my classes	4	7.1
5. No response	4	7.1
	56	100.0

	USER	
	Frequency	Percent
49. Do you think the timing and frequency of DETV program informational notices (reminders of new or special programs, FOCUS, etc.) are appropriate?		
1. Yes	37	66.1
2. No	13	23.2
3. No response	6	10.7
	56	100.0
50. In your opinion, is DETV successful in supplementing regular instructional programs by providing television programs which provoke discussion and expand the pupil's study?		
1. Very successful	23	41.0
2. Moderately successful	28	50.0
3. Moderately unsuccessful	1	1.8
4. Very unsuccessful	2	3.6
5. No response	2	3.6
	56	100.0
51. Is there a DETV coordination committee or individual responsible for DETV coordination in your building?		
1. Yes	5	8.9
2. No	47	83.9
3. No response	4	7.2
	56	100.0
52. If there is an individual responsible for DETV coordination in your building, how much time does he or she devote to DETV?		
1. More than 1/2 of time	0	0.0
2. About 1/2 time	2	3.6
3. Less than 1/2 of time	4	7.1
4. No coordinator	30	53.6
5. No response	20	35.7
	56	100.0
53. If there is an individual responsible for DETV coordination or a DETV coordinating committee in your building, have you been consulted concerning scheduling and/or programming of DETV?		
1. Yes	4	7.1
2. No	21	37.5
3. No response	31	55.4
	56	100.0

	USER	
	Frequency	Percent
54. In your opinion, is DETV successful in providing statewide coverage in fields of critical needs such as safety programs, education regarding drugs, etc?		
1. Very successful	6	10.7
2. Moderately successful	22	39.2
3. Moderately unsuccessful	9	16.1
4. Very unsuccessful	3	5.4
5. No response	16	28.6
	56	100.0
55. Is there a DETV coordinator or DETV committee in your district?		
1. Yes	7	12.5
2. No	32	57.1
3. No response	17	30.4
	56	100.0
56. If there is a DETV coordinator in your district, does he ever consult with you concerning scheduling and/or programming of DETV?		
1. Yes	3	5.4
2. No	19	33.9
3. No response	34	60.7
	56	100.0
57. If there is no DETV coordinator or committee available, has your principal ever consulted with you concerning the use of DETV?		
1. Yes	17	30.4
2. No	26	46.4
3. No response	13	23.2
	56	100.0
58. For most of the lessons available from DETV, at what level do the lessons generally aim?		
1. Above average student	14	25.0
2. Average student	35	62.5
3. Below average student	2	3.6
4. No response	5	8.9
	56	100.0
59. In your opinion, how do the programs from the DETV Center rate in offering more experience, demonstrations and other resources which are not usually available to the classroom teacher?		
1. There are too many demonstrations, experiments..	1	1.8
2. There are about the right amount of demonstrations, experiments, etc.	26	46.4
3. There are too few demonstrations, experiments, etc.	12	21.4
4. No response	17	30.4
	56	100.0

	USER	
	Frequency	Percent
60. In your opinion, is DETV successful in enriching classroom instruction by bringing into the classroom persons and places not readily available to pupils?		
1. Very successful	27	48.2
2. Moderately successful	26	46.4
3. Moderately unsuccessful	0	0.0
4. Very unsuccessful	0	0.0
5. No response	3	5.4
	56	100.0
61. What do you believe the attitude of your District Supervisor(s) is toward the use of DETV?		
1. Favorable	26	46.4
2. Neutral	8	14.3
3. Unfavorable	3	5.4
4. No response	19	33.9
	56	100.0
62. To your knowledge, has your District Supervisor(s) advocated by speech, bulletin, newsletter, etc., the utilization of DETV?		
1. Yes	21	37.5
2. No	17	30.4
3. No response	18	32.1
	56	100.0
63. For most of the televised lessons you have seen this year, how appropriate is the pacing, that is, the rate at which the information is presented?		
1. Pacing is too fast	9	16.1
2. Pacing is about right	41	73.2
3. Pacing is too slow	2	3.6
4. No response	4	7.1
	56	100.0
64. Considering the TV teachers and lessons which you have observed this year, in your opinion, how well do they serve as models for effective teaching?		
1. Good models for self-improvement by the average classroom teacher	22	39.3
2. As models of teaching, neither better nor worse than the average classroom teacher	20	35.7
3. Poor models for self-improvement by average classroom teacher.	2	3.6
4. No response	12	21.4
	56	100.0

65. In your opinion, is DETV successful in enriching instruction by providing up-to-date items concerning current events?

	USER Frequency	 Percent
1. Very successful	14	25.0
2. Moderately successful	20	35.7
3. Moderately unsuccessful	3	5.4
4. Very unsuccessful	1	1.8
5. No response	18	32.1
	56	100.0

66. Has your subject matter supervisor consulted with you on the use of DETV?

District Supervisor

	Frequency	Percent
1. Yes	10	17.9
2. No	30	53.5
3. No response	16	28.6
	56	100.0

State Department of Public Instruction Supervisor

	Frequency	Percent
1. Yes	12	21.4
2. No	28	50.0
3. No response	16	28.6
	56	100.0

67. Do you believe that the grade level for which a DETV lesson is primarily intended should be indicated?

	Frequency	Percent
1. Yes	47	83.9
2. No	7	12.5
3. No response	2	3.6
	56	100.0

68. In your opinion, is DETV successful in supplementing regular instructional programs in areas such as literature, science, humanities, mathematics, behavorial sciences, etc?

	Frequency	Percent
1. Very successful	17	30.4
2. Moderately successful	27	48.1
3. Moderately unsuccessful	1	1.8
4. Very unsuccessful	1	1.8
5. No response	10	17.9
	56	100.0

69. How would the elimination of DETV effect your classroom instructional program?

	Frequency	Percent
1. Seriously	8	14.3
2. Moderately	29	51.8
3. Little	15	26.8
4. No response	4	7.1
	56	100.0

USER

	USER	
	Frequency	Percent
70. Do particular lesson programs fit into your curriculum objectives?		
1. Most of the time	18	32.1
2. Some of the time	31	55.4
3. Seldom	5	8.9
4. Never	0	0.0
5. No response	2	3.6
	56	100.0
71. Is the grade level for which the televised lesson is designated suitable for Delaware students at the same level?		
1. Yes	45	80.4
2. No	5	8.9
3. No Response	6	10.7
	56	100.0
72. What should be the main purpose of televised teaching?		
1. To teach the core content of a subject area	0	0.0
2. To supplement the teaching of the core content of a subject matter area by providing additional basic facts and concepts	22	39.3
3. To enrich the development of basic subject matter by providing additional examples, applications, implications, etc., to the facts that are presented by the classroom teacher	32	57.1
4. To provide in-service programs for instructional staff	1	1.8
5. No response	1	1.8
	56	100.0
73. In your opinion, is DETV successful in giving direct instruction in subject areas where low student populations are unable to support the services of specialized teachers?		
1. Very successful	8	14.3
2. Moderately successful	23	41.0
3. Moderately unsuccessful	3	5.4
4. Very unsuccessful	1	1.8
5. No response	21	37.5
	56	100.0
74. Do the televised lessons provide learning opportunities that otherwise would be unavailable to your students?		
1. Yes	37	66.1
2. No	14	25.0
3. No response	5	8.9
	56	100.0

USER

	USER	
	Frequency	Percent
75. Does the selection of a particular televised lesson fill a gap at a particular level or in a particular subject area?		
1. Yes	35	62.5
2. No	15	26.8
3. No response	6	10.7
	56	100.0
76. In your opinion, is DETV successful in giving direct instructional teaching in areas such as elementary foreign language science, mathematics, etc?		
1. Very successful	3	5.4
2. Moderately successful	21	37.5
3. Moderately unsuccessful	3	5.4
4. Very unsuccessful	0	0.0
5. No response	29	51.7
	56	100.0
77. Does the DETV Network Master Schedule Plan allow for adequate previewing before the program and followup after the program?		
1. Yes	31	55.3
2. No	16	28.6
3. No response	9	16.1
	56	100.0
78. How many televised lesson series are you using this year?		
1. One	22	39.2
2. Two	16	28.6
3. Three	9	16.1
4. Four	3	5.4
5. Five	1	1.8
6. Six or more	1	1.8
7. No response	4	7.1
	56	100.0
79. What is the average number of minutes per week you use DETV in your classroom?		
1. 10-30 Minutes	19	34.0
2. 31-60 Minutes	18	32.1
3. 61-90 Minutes	8	14.3
4. 91-120 Minutes	5	8.9
5. 121-150 Minutes	0	0.0
6. No response	6	10.7
	56	100.0

	USER	
	Frequency	Percent
80. Is the preview schedule for this year (the next day's programs are televised starting at 2:30 p.m.) convenient for you?		
1. Yes	23	41.1
2. No	26	46.4
3. No response	7	12.5
	56	100.0
81. Please indicate what you consider to be the ideal time to preview DET lesson series.		
1. Season before series begins (Sept)	15	26.8
2. Month before series begins	16	28.6
3. Week before series begins	13	23.2
4. Day before series begins	7	12.5
5. No response	5	8.9
	56	100.0
82. To what extent would you use ETV presentations designed for subject matter areas other than the one you are teaching? (Assume, of course, that it was relevant to your teaching objectives.)		
1. Often	5	8.9
2. Occasionally	34	60.7
3. Seldom	8	14.3
4. Never	3	5.4
5. No response	6	10.7
	56	100.0
83. Do you have the authority to determine whether you use or do not use DETV in your instructional program?		
1. Yes	52	92.9
2. No	0	0.0
3. No response	4	7.1
	56	100.0

84. Please list any additional comments you may have below:

USER

NON USER SECTION

	NON USER	
	Frequency	Percent
85. Did you use DETV last year (1968-69) in your classroom for pupil instruction?		
1. Yes	71	25.9
2. No	202	73.7
3. No response	1	.4
	274	100.0
86. I have previewed all program series on DETV applicable to my subject area.		
1. Yes	65	23.7
2. No	178	65.0
3. No response	31	11.3
	274	100.0
87. I am not using DETV during 1969-70 because:		
a. Mechanical complexity prohibits my use of DETV.		
1. Yes	24	8.8
2. No	203	74.0
3. No response	47	17.2
	274	100.0
b. A television set is not available to me.		
1. Yes	66	24.1
2. No	166	60.6
3. No response	42	15.3
	274	100.0
c. Have you ever made a specific request for one?		
1. Yes	52	19.0
2. No	173	63.1
3. No response	49	17.9
	274	100.0
d. There are insufficient television sets in my school building.		
1. Yes	79	28.8
2. No	151	55.1
3. No response	44	16.1
	274	100.0

	NON USER	
	Frequency	Percent
e. Television sets are available, but are not operable.		
1. Yes	8	2.9
2. No	208	75.9
3. No response	58	21.2
	274	100.0
f. Television sets are available, but are not installed.		
1. Yes	10	3.6
2. No	207	75.6
3. No response	57	20.8
	274	100.0
g. The reception signal is poor.		
1. Yes	7	2.6
2. No	206	75.1
3. No response	61	22.3
	274	100.0
h. I have never been instructed in making adjustments on DETV sets (contrast, brightness, vertical hold).		
1. Yes	59	21.5
2. No	167	61.0
3. No response	48	17.5
	274	100.0
i. I would use DETV if I had instruction in the kinds of adjustments that are required.		
1. Yes	37	13.5
2. No	180	65.7
3. No response	57	20.8
	274	100.0
j. The time my subject is taught and the time the subject is telecast are in conflict.		
1. Yes	134	48.9
2. No	94	34.3
3. No response	46	16.8
	274	100.0
k. The subject telecast is appropriate, but is poorly presented.		
1. Yes	23	8.4
2. No	183	66.8
3. No response	68	24.8
	274	100.0

	NON USER	
	Frequency	Percent
l. There is nothing on DETV related to the course of instruction I teach.		
1. Yes	113	41.2
2. No	118	43.1
3. No response	43	15.7
	274	100.0
m. My subject is scheduled in a room in which no DETV hookup is available.		
1. Yes	46	16.8
2. No	181	66.0
3. No response	47	17.2
	274	100.0
n. There is an appropriate telecast subject available but it is presented in the wrong sequence in the school year. For example, you teach English grammar in the fall, and a program for English grammar is presented on DETV in the spring.		
1. Yes	57	20.8
2. No	160	58.4
3. No response	57	20.8
	274	100.0
o. Subjects available appropriate to my pupil's grade level are not offered on DETV.		
1. Yes	118	43.0
2. No	101	36.9
3. No response	55	20.1
	274	100.0
p. I consider DETV an interference and waste of time.		
1. Yes	21	7.7
2. No	206	75.1
3. No response	47	17.2
	274	100.0
q. I can teach my pupils better for everything offered in my subject area.		
1. Yes	42	15.3
2. No	178	65.0
3. No response	54	19.7
	274	100.0

	NON USER	
	Frequency	Percent
88. In your opinion, do you think DETV should enrich classroom instruction by bringing into the classroom persons and places not readily available to pupils?		
1. Yes	250	91.3
2. No	8	2.9
3. No response	16	5.8
	274	100.0
89. If video tape recorders were available, making it possible to record a program and show it when you want it, would you use DETV programs?		
1. Yes	203	74.1
2. No	38	13.9
3. No response	33	12.0
	274	100.0
90. What do you believe the attitude of the State Supervisor is toward the use of DETV?		
1. Favorable	44	16.1
2. Neutral	22	8.0
3. Unfavorable	0	0.0
4. No response	208	75.9
	274	100.0
91. To your knowledge, has the State Supervisor for your subject area advocated by speech, bulletin, newsletter, etc., the utilization of DETV?		
1. Yes	95	34.7
2. No	133	48.5
3. No response	46	16.8
	274	100.0
92. In your opinion, do you think DETV should give direct instruction in subject areas where low student populations are unable to support the services of specialized teachers?		
1. Yes	204	74.4
2. No	47	17.2
3. No response	23	8.4
	274	100.0
93. Is there a DETV coordination committee or an individual responsible for DETV coordination in your building?		
1. Yes	65	23.7
2. No	165	60.2
3. No response	44	16.1
	274	100.0

	NON USER	
	Frequency	Percent
94. If there is an individual responsible for DETV coordination or a DETV coordinator in your building, how much does he or she devote to DETV?		
1. More than 1/2 of time	3	1.1
2. About 1/2 time	2	.7
3. Less than 1/2 of time	40	14.6
4. No coordinator	154	56.2
5. No response	75	27.4
	274	100.0
95. If there is an individual responsible for DETV coordination or a DETV coordinating committee in your building, have you been consulted concerning scheduling and/or programming of DETV?		
1. Yes	26	9.5
2. No	154	56.2
3. No response	94	34.3
	274	100.0
96. Do you feel that the staff of the DETV Center encourages you to ask for advice on use of DETV?		
1. Yes	121	44.2
2. No	100	36.5
3. No response	53	19.3
	274	100.0
97. Do you feel that the district subject supervisor in your subject area encourages you to ask for advice on the use of DETV?		
1. Yes	59	21.3
2. No	143	52.3
3. No response	72	26.4
	274	100.0
98. Do you feel that the state subject supervisor in your subject area encourages you to ask for advice on the use of DETV?		
1. Yes	69	25.2
2. No	141	51.4
3. No response	64	23.4
	274	100.0
99. In your opinion, do you think DETV should provide in-service programs for the instructional staff through demonstrations of classroom techniques through the use of master teachers?		
1. Yes	187	68.3
2. No	56	20.4
3. No response	31	11.3
	274	100.0

	NON USER	
	Frequency	Percent
100. In your opinion, do you think DETV should provide in-service programs for the instructional staff by presentation of specialists in various fields and/or the use of University personnel?		
1. Yes	192	70.1
2. No	53	19.3
3. No response	29	10.6
	274	100.0
101. What do you believe the attitude of your District Supervisor is toward the use of DETV?		
1. Favorable	102	37.2
2. Neutral	78	28.5
3. Unfavorable	5	1.8
4. No response	89	32.5
	274	100.0
102. To your knowledge, has your District Supervisor advocated by speech, bulletin, newsletter, etc., the utilization of DETV?		
1. Yes	90	32.8
2. No	127	46.4
3. No response	57	20.8
	274	100.0
103. In your opinion, do you think DETV should enrich instruction by providing up-to-date items concerning current events?		
1. Yes	235	85.8
2. No	10	3.6
3. No response	29	10.6
	274	100.0
104. I would support the use of DETV given optimal conditions.		
1. Yes	228	83.2
2. No	11	4.0
3. No response	35	12.8
	274	100.0
105. Did you view the program, ETV-70, a presentation by Dr. Madden, Dr. Hodgson, and the DETV Staff, concerning plans and activities for educational television for 1969-70, which was telecast on DETV in September 1969?		
1. Yes	3	1.1
2. No	249	90.9
3. No response	22	8.0
	274	100.0

	NON USER	
	Frequency	**Percent**
106. Did you receive the flyer announcing the telecast of ETV-70?		
1. Yes	125	45.6
2. No	123	44.9
3. No response	26	9.5
	274	100.0
107. What do you believe the attitude of your Principal is toward the use of DETV?		
1. Favorable	135	49.3
2. Neutral	84	30.7
3. Unfavorable	5	1.8
4. No response	50	18.2
	274	100.0
108. Has your Principal advocated the use of DETV?		
1. Yes	135	49.3
2. No	93	33.9
3. No response	46	16.8
	274	100.0
109. In your opinion, do you think DETV should provide statewide coverage in fields of critical needs such as safety programs, education regarding drugs, etc?		
1. Yes	240	87.6
2. No	16	5.8
3. No response	18	6.6
	274	100.0
110. Are you involved or have you ever been involved in planning and/or decisions concerning the use of DETV in your building?		
1. Yes	15	5.5
2. No	243	88.7
3. No response	16	5.8
	274	100.0
111. If additional State financial aid were available this year for education, which of the following do you believe would be more useful to you in your efforts to become a more effective teacher?		
1. Increased programming for DETV	63	23.0
2. Additional instructional supplies other than DETV	163	59.5
3. No response	48	17.5
	274	100.0

	NON USER	
	Frequency	Percent
112. Is there a DETV coordinator or DETV committee in your district?		
1. Yes	50	18.2
2. No	126	46.0
3. No response	98	35.8
	274	100.0
113. If there is a DETV coordinator in your district, does he ever consult with you concerning scheduling and/or programming of DETV?		
1. Yes	12	4.4
2. No	173	63.1
3. No response	89	32.5
	274	100.0
114. If there is no DETV coordinator available, has your principal ever consulted with you on the use of DETV?		
1. Yes	28	10.2
2. No	184	67.2
3. No response	62	22.6
	274	100.0
115. In your opinion, do you think DETV should give direct instructional teaching in areas such as elementary foreign language science, mathematics, etc.?		
1. Yes	156	57.0
2. No	73	26.6
3. No response	45	16.4
	274	100.0
116. Have you received a copy of the 1969-70 DETV Teacher's Handbook (Program Schedule in Newspaper Format)?		
1. Yes	181	66.1
2. No	68	24.8
3. No response	25	9.1
	274	100.0
117. If you received the 1969-70 DETV Teacher's Handbook (Program Schedule), did you receive it in sufficient time to schedule the programs you wished your pupils to view?		
1. Yes	141	51.5
2. No	60	21.9
3. No response	73	26.6
	274	100.0

	NON USER	
	Frequency	Percent
118. If you received the 1969-70 DETV Teacher's Handbook (Program Schedule), do you consider it an adequate guide?		
1. Yes	137	50.0
2. No	51	18.6
3. No response	86	31.4
	274	100.0
119. What do you believe the attitude of your District Superintendent is toward the use of DETV?		
1. Favorable	126	46.0
2. Neutral	74	27.0
3. Unfavorable	1	.4
4. No response	73	26.6
	274	100.0
120. To your knowledge, has your District Superintendent advocated by speech, bulletin, newsletter, etc., the utilization of DETV?		
1. Yes	74	27.0
2. No	136	49.6
3. No response	64	23.4
	274	100.0
121. In your opinion, do you think DETV should supplement regular instructional programs in areas such as literature, science, humanitites, mathematics, behavorial sciences, etc.?		
1. Yes	223	81.4
2. No	17	6.2
3. No response	34	12.4
	274	100.0
122. In your opinion, do you think DETV should supplement regular instructional programs by providing television programs which provoke discussion and expand the pupil's study?		
1. Yes	228	83.3
2. No	16	5.8
3. No response	30	10.9
	274	100.0
123. Have you requested, but not received DETV Teacher's Manuals for a specific program?		
1. Yes	6	2.2
2. No	237	86.5
3. No response	31	11.3
	274	100.0

		NON USER	
		Frequency	Percent
124.	Do you think the timing and frequency of DETV program informational notices (reminders of new or special programs, FOCUS, etc.) are appropriate?		
	1. Yes	136	49.6
	2. No	69	25.2
	3. No Response	69	25.2
		274	100.0

125. Please list any additional comments you may have below:

APPENDIX VII

RESPONSES TO PRINCIPAL QUESTIONNAIRE

RESPONSES TO PRINCIPAL QUESTIONNAIRE

	Frequency	Percent
1. Sex		
1. Male	147	88.0
2. Female	18	10.8
3. No response	2	1.2
	167	100.0
2. Age		
1. 20-29 years old	10	6.0
2. 30-39 years old	47	28.1
3. 40-49 years old	59	35.3
4. 50-59 years old	38	22.8
5. 60 or over	11	6.6
6. No response	2	1.2
	167	100.0
3. Highest degree attained:		
1. Less than BA	0	0.0
2. BA	4	2.4
3. MA	158	94.6
4. Doctorate	5	3.0
5. No response	0	0.0
	167	100.0
4. Years of educational experience:		
1. 0-5 years of experience	7	4.2
2. 6-10 years of experience	24	14.4
3. Over 10 years experience	136	81.4
4. No response	0	0.0
	167	100.0

	Frequency	Percent
5. Have you ever received any formal training (College Course) in the use of instructional media that emphasized instructional television?		
1. Yes, an entire course	14	8.4
2. Yes, as part of a more comprehensive course	33	19.8
3. No formal training in instructional media emphasizing educational television	120	71.8
4. No response	0	0.0
	167	100.0
6. Location of formal training (College Course) in the use of educational media emphasizing television:		
1. None	107	64.0
2. University of Delaware	11	6.6
3. Delaware State College	2	1.2
4. At other institution(s)	33	19.8
5. A combination of the above	7	4.2
6. No response	7	4.2
	167	100.0
7. Does your school have a written policy regarding utilization of DETV programs?		
1. Yes	22	13.2
2. No	139	83.2
3. No response	6	3.6
	167	100.0
8. If yes, please describe your school's DETV policy in a couple of sentences.		
9. Do you advocate the use of DETV in your school?		
1. Yes	163	97.6
2. No	3	1.8
3. No response	1	.6
	167	100.0

	Frequency	Percent
10. If answer to Question 9 is Yes, why do you advocate the use of DETV in your school?		
11. If answer to Question 9 is No, please specify the reasons you do not advocate the use of DETV in your school.		
12. Number of teachers in the building this year:		
13. Number of teachers using DETV this year:		
14. Percentage of teachers using DETV this year:		
15. What is the total time (hours and minutes) all teachers in your building use DETV per week?		

	Frequency	Percent
16. In your opinion, is DETV successful in giving direct instruction in subject areas where low student populations are unable to support the services of specialized teachers?		
1. Very successful	22	13.2
2. Moderately successful	85	50.8
3. Moderately unsuccessful	24	14.4
4. Very unsuccessful	8	4.8
5. No response	28	16.8
	167	100.0
17. Number of television sets in your school:		
18. Is the number of television sets in your school adequate?		
1. Yes	85	50.9
2. No	79	47.3
3. No response	3	1.8
	167	100.0
19. If you answered No to Question 18, I would like one for each classroom.		
1. Yes	67	40.1
2. No	20	12.0
3. No response	80	47.9
	167	100.0
20. If you answered No to Question 18, I have television sets now, but only for large group rooms, and therefore need additional sets.		
1. Yes	32	19.2
2. No	13	7.8
3. No response	122	73.0
	167	100.0

	Frequency	Percent
21. In your opinion, is DETV successful in enriching classroom instruction by bringing into the classroom persons and places not readily available to pupils?		
1. Very successful	78	46.7
2. Moderately successful	77	46.1
3. Moderately unsuccessful	7	4.2
4. Very unsuccessful	3	1.8
5. No response	2	1.2
	167	100.0
22. Do you consider the scheduling of 1969-70 DETV programs adequate for the instructional program in your building?		
1. Ample	18	10.8
2. Adequate	81	48.5
3. Inadequate	62	37.1
4. No response	6	3.6
	167	100.0
23. For the instructional program in your building, do you consider the content of the program offerings:		
1. Ample	20	12.0
2. Adequate	106	63.4
3. Inadequate	36	21.6
4. No response	5	3.0
	167	100.0

24. What program series do you think should be deleted from the DETV program schedule this year?

25. In what subject areas (Example: elementary math, etc.) should program lessons be added to the program schedule this year?

26. Teachers in my building have the freedom to use or not to use DETV as they see fit.

	Frequency	Percent
1. Yes	153	91.6
2. No	8	4.8
3. No response	6	3.6
	167	100.0

27. In your opinion, is DETV successful in giving direct instruction in areas such as elementary foreign language science, mathematics, etc.?

	Frequency	Percent
1. Very successful	13	7.8
2. Moderately successful	88	52.6
3. Moderately unsuccessful	24	14.4
4. Very unsuccessful	5	3.0
5. No response	37	22.2
	167	100.0

28. Do teachers in your building preview DETV programs?

	Frequency	Percent
a. After normal school day		
1. Yes	73	43.7
2. No	61	36.5
3. No response	33	19.8
	167	100.0
b. During regular school day		
1. Yes	80	47.9
2. No	49	29.3
3. No response	38	22.8
	167	100.0

29. In your opinion, is DETV successful in supplementing regular instructional programs by providing television programs which provoke discussion and expand the pupil's study?

	Frequency	Percent
1. Very successful	38	22.8
2. Moderately successful	100	59.8
3. Moderately unsuccessful	16	9.6
4. Very unsuccessful	4	2.4
5. No response	9	5.4
	167	100.0

30. Have you ever held DETV In-Service Workshop for teachers in your building regarding utilization of DETV?

	Frequency	Percent
1. Yes	63	37.7
2. No	98	58.7
3. No response	6	3.6
	167	100.0

31. Have you ever held individual conferences with your teachers on the effective use of DETV?

	Frequency	Percent
1. Yes	93	55.7
2. No	67	40.1
3. No response	7	4.2
	167	100.0

32. In your opinion, is DETV successful in providing in-service programs for the instructional staff by presentation of specialists in various fields and/or the use of University personnel?

	Frequency	Percent
1. Very successful	19	11.4
2. Moderately successful	71	42.4
3. Moderately unsuccessful	38	22.8
4. Very unsuccessful	12	7.2
5. No response	27	16.2
	167	100.0

33. Do you have a DETV coordinator in your building?

	Frequency	Percent
1. Yes	38	22.8
2. No	126	75.4
3. No response	3	1.8
	167	100.0

34. Have you established a regular DETV committee in your building?

	Frequency	Percent
1. Yes	9	5.4
2. No	153	91.6
3. No response	5	3.0
	167	100.0

35. In your opinion, is DETV successful in supplementing regular instructional programs in areas such as literature, science, humanities, mathematics, behavioral science, etc.?

	Frequency	Percent
1. Very successful	29	17.4
2. Moderately successful	101	60.4
3. Moderately unsuccessful	13	7.8
4. Very unsuccessful	4	2.4
5. No response	20	12.0
	167	100.0

36. If additional state financial aid were available this year, which of the following do you believe would be more useful to you in your efforts to have an effective instructional system?

	Frequency	Percent
1. Increased programming on DETV	68	40.7
2. Additional instructional supplies other than DETV	75	44.9
3. No response	24	14.4
	167	100.0

(NOTE: No Question #37)

38. Have you ever requested supportive services concerning utilization, programming and/or scheduling of DETV from:

	Frequency	Percent
a. District Superintendent		
1. Yes	13	7.8
2. No	112	67.1
3. No response	42	25.1
	167	100.0
b. District Director		
1. Yes	14	8.4
2. No	105	62.9
3. No response	48	28.7
	167	100.0
c. District Supervisor		
1. Yes	11	6.6
2. No	105	62.9
3. No response	51	30.5
	167	100.0

	Frequency	Percent
d. State Department of Public Instruction Supervisory Staff		
1. Yes	19	11.4
2. No	103	61.7
3. No response	45	26.9
	167	100.0
e. DETV Personnel		
1. Yes	77	46.1
2. No	70	41.9
3. No response	20	12.0
	167	100.0

39. Have any of the following individuals contacted you for your suggestions on programs that should appear on DETV?

	Frequency	Percent
a. District Supervisor		
1. Yes	13	7.8
2. No	104	62.3
3. No response	50	29.9
	167	100.0
b. District Director		
1. Yes	14	8.4
2. No	104	62.3
3. No response	49	29.3
	167	100.0
c. State Department of Public Instruction Supervisory Staff		
1. Yes	41	24.5
2. No	89	53.3
3. No response	37	22.2
	167	100.0
d. DETV Staff		
1. Yes	89	53.3
2. No	62	37.1
3. No response	16	9.6
	167	100.0

	Frequency	Percent
40. Have any of the following individuals contacted you for your suggestions as to DETV scheduling?		
a. District Supervisor		
1. Yes	10	6.0
2. No	112	67.1
3. No response	45	26.9
	167	100.0
b. District Director		
1. Yes	15	9.0
2. No	106	63.5
3. No response	46	27.5
	167	100.0
c. State Department of Public Instruction Supervisory Staff		
1. Yes	28	16.8
2. No	100	59.8
3. No response	39	23.4
	167	100.0
d. DETV Staff		
1. Yes	81	48.5
2. No	67	40.1
3. No response	19	11.4
	167	100.0

41. Have you ever presented the advantages of DETV to:

	Frequency	Percent
a. PTA		
1. Yes	64	38.3
2. No	83	49.7
3. No response	20	12.0
	167	100.0
b. School Board		
1. Yes	20	12.0
2. No	105	62.9
3. No response	42	25.1
	167	100.0
c. My Boss		
1. Yes	42	25.1
2. No	91	54.5
3. No response	34	20.4
	167	100.0
d. My Subordinate		
1. Yes	46	27.5
2. No	78	46.8
3. No response	43	25.7
	167	100.0
e. A School Faculty		
1. Yes	104	62.3
2. No	48	28.7
3. No response	15	9.0
	167	100.0
f. A DPI Staff Member		
1.. Yes	25	15.0
2. No	98	58.7
3. No response	44	26.3
	167	100.0

	Frequency	Percent
42. In your opinion, is DETV successful in providing state-wide coverage in fields of critical needs such as safety programs, education regarding drugs, etc.?		
1. Very successful	28	16.8
2. Moderately successful	89	53.2
3. Moderately unsuccessful	24	14.4
4. Very unsuccessful	9	5.4
5. No response	17	10.2
	167	100.0
43. Did you view the Program ETV-70, a presentation by Dr. Madden and the DETV staff, concerning plans and activities for DETV for 1969-70, which was telecast on DETV network September 1969?		
1. Yes	35	21.0
2. No	130	77.8
3. No response	2	1.2
	167	100.0
44. Did you receive the flyer announcing the telecast ETV-70?		
1. Yes	81	48.5
2. No	67	40.1
3. No response	19	11.4
	167	100.0
45. In your opinion, is DETV successful in providing in-service programs for the instructional staff by demonstrations of classroom techniques through the use of master teachers?		
1. Very successful	20	12.0
2. Moderately successful	76	45.4
3. Moderately unsuccessful	32	19.2
4. Very unsuccessful	16	9.6
5. No response	23	13.8
	167	100.0

	Frequency	Percent
46. Have you received the 1969-70 DETV Teacher's Handbook (Program Schedule in Newspaper Format)?		
1. Yes	149	89.2
2. No	13	7.8
3. No response	5	3.0
	167	100.0
47. If you have received the 1969-70 DETV Teacher's Handbook (Program Schedule), do you consider it an adequate guide?		
1. Yes	110	65.8
2. No	37	22.2
3. No response	20	12.0
	167	100.0
48. This year, did you receive the 1969-70 Teacher's Handbook (Program Schedule) in time to adequately fit DETV into your curricular program?		
1. Yes	67	40.0
2. No	90	54.0
3. No response	10	6.0
	167	100.0

49. Suggestions for improving DETV? (Instructionally & Administratively)

APPENDIX VIII

RESPONSES TO ADMINISTRATOR QUESTIONNAIRE

RESPONSES TO ADMINISTRATOR QUESTIONNAIRE

	Frequency	Percent
1. Sex		
1. Male	68	81.0
2. Female	15	17.8
3. No response	1	1.2
	84	100.0
2. Age		
1. 20-29 years old	2	2.4
2. 30-39 years old	20	23.8
3. 40-49 years old	29	34.5
4. 50-59 years old	20	23.8
5. 60 or over	13	15.5
6. No response	0	0.0
	84	100.0
3. Highest degree attained:		
1. Less than BA	0	0.0
2. BA	4	4.8
3. MA	64	76.2
4. Doctorate	16	19.0
5. No response	0	0.0
	84	100.0
4. Years of educational experience:		
1. 0-5 years of experience	1	1.2
2. 6-10 years of experience	10	11.9
3. Over 10 years of experience	73	86.9
4. No response	0	0.0
	84	100.0

5. Have you ever received any formal training (College Course) in the use of instructional media that emphasized instruction in TV?

	Frequency	Percent
1. Yes, an entire course	5	6.0
2. Yes, as part of a more comprehensive course	17	20.2
3. No formal training in instructional media emphasizing Educational Television	61	72.6
4. No response	1	1.2
	84	100.0

6. Location of formal training (College Course) in the use of educational media emphasizing television.

	Frequency	Percent
1. None	49	58.3
2. University of Delaware	3	3.6
3. Delaware State College	21	25.0
4. At other institution(s)	3	3.6
5. A combination of the above	1	1.2
6. No response	7	8.3
	84	100.0

7. What was the last year in which you were enrolled in a course which included instruction in ETV?

8. In your opinion, is DETV successful in enriching instruction by providing up-to-date items covering current events?

	Frequency	Percent
1. Very successful	10	11.9
2. Moderately successful	56	66.6
3. Moderately unsuccessful	10	11.9
4. Very unsuccessful	4	4.8
5. No response	4	4.8
	84	100.0

	Frequency	Percent
9. Does your district have a written policy regarding utilization of DETV programs?		
1. Yes	7	8.3
2. No	73	86.9
3. No response	4	4.8
	84	100.0
10. If yes, please describe your district's DETV policy in a couple of sentences.		
11. In your opinion, is DETV successful in giving direct instruction in subject areas where small pupil enrollments are unable to support the services of specialized teachers?		
1. Very successful	5	6.0
2. Moderately successful	32	38.1
3. Moderately unsuccessful	19	22.6
4. Very unsuccessful	12	14.3
5. No response	16	19.0
	84	100.0
12. Do you advocate the use of DETV in your district?		
1. Yes	77	91.6
2. No	5	6.0
3. No response	2	2.4
	84	100.0

13. If the answer to Question 12 is yes, what did you do to advocate the use of DETV in your district?

14. If the answer to Question 12 is no, please specify the reasons you do not advocate the use of DETV in your district.

15. In your opinion, is DETV successful in enriching classroom instruction by bringing into the classroom persons and places not readily available to pupils?

	Frequency	Percent
1. Very successful	25	29.7
2. Moderately successful	48	57.1
3. Moderately unsuccessful	5	6.0
4. Very unsuccessful	2	2.4
5. No response	4	4.8
	84	100.0

16. Do you consider the scheduling of 1969-70 DETV viewings for the instructional program in your district:

1. Ample	8	9.5
2. Adequate	40	47.7
3. Inadequate	28	33.3
4. No response	8	9.5
	84	100.0

17. For the instructional program in your district, do you consider the content of the program offerings:

1. Ample	6	7.1
2. Adequate	48	57.1
3. Inadequate	21	25.0
4. No response	9	10.8
	84	100.0

18. What program series do you think should be deleted from the DETV program schedule this year?

19. In what subject areas (Example: elementary math, etc.) should program lessons be added to the program schedule this year?

	Frequency	Percent
20. Principals in my district have the freedom to use or not to use DETV as they see fit.		
1. Yes	76	90.4
2. No	4	4.8
3. No response	4	4.8
	84	100.0
21. Teachers in my district have the freedom to use or not to use DETV as they see fit.		
1. Yes	77	91.7
2. No	3	3.6
3. No response	4	4.7
	84	100.0
22. In your opinion, is DETV successful in giving direct instruction in areas such as elementary foreign language science, mathematics, etc.?		
1. Very successful	2	2.4
2. Moderately successful	50	59.5
3. Moderately unsuccessful	12	14.3
4. Very unsuccessful	3	3.6
5. No response	17	20.2
	84	100.0
23. During this school year, have you requested DETV supportive services relating to utilization from:		
a. Department of Public Instruction Supervisory Staff		
1. Yes	11	13.1
2. No	52	61.9
3. No response	21	25.0
	84	100.0
b. DETV Center Staff		
1. Yes	21	25.0
2. No	44	52.4
3. No response	19	22.6
	84	100.0

24. If you answered Yes to Question 23, was the response satisfactory?

	Frequency	Percent
a. Department of Public Instruction Supervisory Staff		
1. Yes	12	14.3
2. No	4	4.7
3. No response	68	81.0
	84	100.0
b. DETV Center Staff		
1. Yes	18	21.4
2. No	2	2.4
3. No response	64	76.2
	84	100.0

25. In your opinion, is DETV successful in providing in-service programs for the instructional staff by presentation of specialists in various fields and/or the use of University personnel?

	Frequency	Percent
1. Very successful	2	2.4
2. Moderately successful	37	44.0
3. Moderately unsuccessful	22	26.2
4. Very unsuccessful	4	4.8
5. No response	19	22.6
	84	100.0

26. Do you have a DETV coordinator in your district?

	Frequency	Percent
1. Yes	16	19.0
2. No	63	75.0
3. No response	5	6.0
	84	100.0

27. Is there a district-wide regular DETV committee?

	Frequency	Percent
1. Yes	6	7.1
2. No	71	84.6
3. No response	7	8.3
	84	100.0

	Frequency	Percent
28. In your opinion, is DETV successful in supplementing regular instructional programs in areas such as literature, science, humanities, mathematics, behavioral science, etc.?		
1. Very successful	11	13.1
2. Moderately successful	51	60.7
3. Moderately unsuccessful	8	9.5
4. Very unsuccessful	5	6.0
5. No response	9	10.7
	84	100.0
29. If additional state financial aid were available this year, which of the following do you believe would be more useful to you in your efforts to have an effective instructional system?		
1. Increased programming on DETV	23	27.4
2. Additional instructional supplies other than DETV	40	47.6
3. No response	21	25.0
	84	100.0
30. In your opinion, is DETV successful in enriching instruction by providing up-to-date items concerning current events?		
1. Very successful	10	11.9
2. Moderately successful	47	56.0
3. Moderately unsuccessful	9	10.7
4. Very unsuccessful	2	2.4
5. No response	16	19.0
	84	100.0
31. Have you ever held a district-wide ETV in-service workshop for teachers in your district regarding utilization of DETV?		
1. Yes	21	25.0
2. No	57	67.9
3. No response	6	7.1
	84	100.0

	Frequency	Percent
32. In your opinion, is DETV successful in providing state-wide coverage in fields of critical needs such as safety programs, education regarding drugs, etc.?		
1. Very successful	4	4.8
2. Moderately successful	42	50.0
3. Moderately unsuccessful	19	22.6
4. Very unsuccessful	2	2.4
5. No response	17	20.2
	84	100.0
33. Have any of the following contacted you for your suggestions as to DETV scheduling and programming?		
a. Department of Public Instruction Supervisory Staff		
1. Yes	30	35.7
2. No	39	46.4
3. No response	15	17.9
	84	100.0
b. DETV Center Staff		
1. Yes	42	50.0
2. No	29	34.5
3. No response	13	15.5
	84	100.0
34. Did you view the Program ETV-70, a presentation by Dr. Madden and the DETV staff, concerning plans and activities for DETV for 1969-70, which was telecast on DETV network September 1969?		
1. Yes	24	28.6
2. No	60	71.4
3. No response	0	0.0
	84	100.0
35. Did you receive the flyer announcing the telecast of ETV-70?		
1. Yes	36	42.8
2. No	44	52.4
3. No response	4	4.8
	84	100.0

	Frequency	Percent
36. In your opinion, is DETV successful in providing in-service programs for the instructional staff through demonstrations of classroom techniques by the use of master teachers?		
1. Very successful	3	3.6
2. Moderately successful	28	33.3
3. Moderately unsuccessful	17	20.2
4. Very unsuccessful	15	17.9
5. No response	21	25.0
	84	100.0
37. Are you satisfied with the extent of utilization of DETV by teachers in your district?		
1. Yes	16	19.0
2. No	59	70.2
3. No response	9	10.8
	84	100.0

38. Suggestions for improving DETV?